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Officer Career Development:
Opinions on the Navy's Career Guidance
and Reassignment Practices

Gerry L. Wilcove
Robert F. Morrison

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13. ABSTRACT *(Maximum 200 words)*
The Navy lacks feedback from officers on the effectiveness of its career guidance and reassignment practices and the extent to which officers' reactions are related to their career motivation. The research focused on the unrestricted line (URL) communities: aviation warfare officers (pilots, naval flight officers [NFOs]), surface warfare officers (SWOs), and general URL (GenURL) officers. Questionnaire data were collected at two points in time, separated by 4 years (Time1 [T1] and Time2 [T2]). Data analyses were descriptive and correlational. Findings were as follows. Individuals from all the communities at both T1 and T2 indicated that they wanted a special career counseling system established for officers. Officers relied most often on peers for their career information at both points in time. All communities were pleased with the assignment manager's ("detailer's") knowledge of career policies and billets at T1 and T2. However, pilots, NFOs, and SWOs viewed their detailers as being less credible (honest and accurate) at T2 than at T1. Officer evaluations of the assignments they had received in the past produced the largest correlations at T1 and T2 (.20s and low .30s) with an individual's commitment to a 20-year naval career.

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FOREWORD

This effort was conducted within program element 0602233N (Mission Support Technology), project RM33M20 (Manpower and Personnel Technology), task RM33M20.06 (Career and Occupational Design). The purpose of the work unit was to develop explanatory models of unrestricted line (URL) officer career decisions. These models could then be used to assess the impact of present and proposed URL career policy and practices upon officer career decisions and activities.

This is the twenty-sixth report published within this program element and work unit number under the sponsorship of the Chief of Naval Technology (CNT-222). Previous publications are listed at the end of this report (p. 23). The present report describes the results of two questionnaire efforts separated by 4 years (FY82 and FY86-87). Results are presented on changes in officer opinions regarding a variety of career planning and reassignment experiences. Results also address the relationship between the career motivation of officers and their career planning and reassignment experiences.

Briefings of study results were presented previously (September 1987) to the Naval Military Personnel Command (NMPC-41 and 43), and the Office of the Chief of Naval Operations (OP-130E1, OP-130E2, OP-130E3; OP-39, and OP-59).

Appreciation is expressed to CAPT M. L. Bowman, Director, Aviation Officer Distribution (PERS-431), and CDR V. Z. Froman, Head, General Unrestricted Line Officer Assignment Branch (PERS-4419), who reviewed a draft of this report and provided comments.

Points of contact at the Navy Personnel Research and Development Center are Dr. Gerry Wilcove, AUTOVON 553-9120 or Commercial (619) 553-9120, and Dr. Robert Morrison, who originated and directed the research program, AUTOVON 553-9256 or Commercial (619) 553-9256.

DELBERT M. NEBEKER
Director, Organizational Systems Department

EXECUTIVE SUMMARY

Problem

The Navy lacks a systematic procedure for determining the reactions of officers to its career guidance system and its reassignment practices. Information on officer reactions is necessary for the Navy to evaluate the effectiveness of its guidance and reassignment efforts and to determine the impact of such efforts on the career motivation of officers.

Objective

The purpose of the study was to help the Navy evaluate its career guidance system and its reassignment practices. Towards that end, questionnaire data were collected to determine officers' opinions on the availability of sound career information and advising, the effectiveness of detailer field trips, the quality of detailing practices, and the responsiveness of the assignment system overall.

Procedure

The research focused on the following unrestricted line (URL) communities: aviation warfare officers (pilots and naval flight officers [NFOs]), surface warfare officers (SWOs), and general URL officers (GenURLs). Questionnaire data were collected at two points in time--FY82 and FY86-87, which were designated as Time1 (T1) and Time2 (T2), respectively. The number of individuals in each T1 and T2 sample was as follows: 1,133 and 2,247 pilots; 694 and 1,381 NFOs; 886 and 2,504 SWOs; and 442 and 1,164 GenURLs. All T1 and T2 samples were large enough to permit generalization of study results to the corresponding populations. However, when the samples were broken down by grade, it was found (at T1 only) that the numbers of SWO ensigns, and GenURL lieutenant commanders (LCDRs) and commanders (CDRs) were insufficient to adequately represent the respective populations. Thus, in these instances, study results should not be generalized beyond the specific individuals participating in the research.

Questionnaires were used in the study to gather information on officers' opinions. To assess the Navy's career guidance system, officers were asked questions on the advice they had received on various career issues, such as "tickets that needed to be punched" to meet their career goals. They were also asked about: (1) five issues connected with detailer field trips, such as their ability to clarify career paths, and (2) the frequency with which officers used 10 career information sources (peers, commanding officers [COs], detailers, *Perspective*, etc.). Regarding one of the information sources, *Perspective*, the Navy had changed this publication to better meet the needs of LCDRs and CDRs. The study was able to determine if officers noticed an improvemer. in this publication.

To assess officers' reassignment experiences, they were asked about their detailers' communication practices, level of concern, and knowledge regarding policies and billets. Officers were also asked about the assignment system, including the order-writing procedure and preference cards.

Analyses were conducted for pilots, NFOs, SWOs, and GenURLs, with three objectives in mind. The first objective was to determine officers' opinions on the career guidance and

reassignment issues examined in the study. The second objective was to determine if officers' opinions changed between FY82 and FY86-87, and, if so, which grades evidenced the most change. The third objective was to determine the degree of association (if any) between officers' opinions and the following types of outcomes: (1) officers' satisfaction with their current tours, their careers, and the Navy organization, (2) their belief about whether the Navy wanted them to continue their careers, and (3) their degree of commitment to 20-year careers. Descriptive (means and standard deviations) and correlational analyses were conducted.

Findings

Career Guidance System

Opinions

1. Officers from all communities (pilots, NFOs, SWOs, and GenURLs) indicated that they wanted a special career counseling system established for officers (true at T1 and T2).

2. All communities were dissatisfied with the career counseling they had received on options outside their communities (true at T1 and T2).

3. Detailer field trips were well regarded by all communities (T1 and T2), with the exception of the detailer's ability to resolve assignment problems (T1 and T2). Pilots' evaluations of detailer field trips declined at T2 in all areas, and NFOs' evaluations, in two of five areas examined. SWOs and GenURLs registered no changes in opinions at T2, with the exception of GenURLs who reported improvement in detailers' ability to clarify career paths and their alternatives.

4. No sources were relied on heavily for career information (T1 and T2). However, peers were relied on fairly frequently by officers, especially pilots and NFOs (finding pertains to both T1 and T2). Also, SWOs used department heads fairly frequently (T1 and T2), and GenURLs used *Perspective* fairly frequently (T1 and T2).

5. Public media, the *Navy Times*, and COs within the GenURL community tended to be used infrequently as sources of career information (T1 and T2). Pilots, NFOs, and SWOs used *Perspective* a moderate amount (T1 and T2), and, with a few exceptions, the following other sources were moderately used: executive officers, senior officers inside the community but outside the chain of command, and COs.

6. Pilots' and NFOs' use of the detailer for career information decreased between T1 and T2, while SWOs' use of the entire chain of command for information increased. Pilots (especially lieutenants, LCDRs, and CDRs) and GenURLs (especially lieutenant junior grade officers, LCDRs, and CDRs) increased their reading of *Perspective*.

Opinion-outcome Correlations

1. Several questionnaire items (e.g., "to what extent have you been counseled on the tickets that need to be punched to meet your career goals?") were correlated moderately (in the .20s) with all the outcomes except the degree to which officers were committed to 20-year careers (all communities, T1 and T2). For SWOs, degree of commitment to a 20-year career was correlated

moderately (in the .20s) with an item asking if officers were aware, when completing their preference cards, of the billets for which they were competitive (true at T2).

2. Officer evaluations of detailer field trips tended to be negligibly correlated (less than .20) with the outcomes examined in the study (all communities, especially at T2).

3. Correlations were generally negligible between the degree to which information sources were used and the outcomes (all communities, T1 and T2). An exception was the moderate correlations obtained between usage of the CO and satisfaction with the current tour, career satisfaction, and officers' beliefs about whether the Navy wanted them to continue their careers (all communities, T1 and T2).

Reassignment Experiences With Detailers

Opinions

1. All communities were pleased with the detailer's knowledge of career policies and billets (true at T1 and T2).

2. All communities viewed their detailers as being less accessible at T2 than at T1, especially pilots and NFOs.

3. Pilots, NFOs, and SWOs viewed their detailers as being less credible (accurate and honest) at T2 than at T1.

4. Pilots expressed lower opinions of their detailers at T2 with respect to their communication practices and their level of concern.

5. GenURLs expressed more favorable opinions of their detailers at T2 regarding their communication practices, level of concern, and knowledge.

Opinion-outcome Correlations

Evaluations of the detailer's credibility, communication skills, level of concern, and knowledge were correlated moderately with most outcomes, with degree of commitment to a 20-year career being the notable exception (all communities, T1 and T2).

Reassignment Experiences With Assignment System

Opinions

1. Sixty-six percent of the officers participating in the research at T1 and 75 percent at T2 reported that they had received their orders in a timely fashion. The difference in percentages was statistically significant, with the largest differences being found for NFOs and GenURLs.

2. All communities responded favorably when asked if the location, billet, and activity of their current assignments matched with what they had requested on their preference cards (true at T1 and T2).

3. All communities favorably evaluated the assignments they had received in the past (true at T1 and T2).

4. All communities tended to react negatively when asked if the same detailer was typically available to them throughout the reassignment process (detailer continuity) (true at T1 and T2).

Opinion-outcome Correlations

One item was correlated fairly highly (.30s) and, in some cases, was highly correlated (.40s), with the outcomes examined in the study, including degree of commitment to a 20-year career (all communities, T1 and T2). This item was: "What is your evaluation of the assignments you have received in your career?" This item produced the largest correlations of all the issues examined in the study.

Conclusions

Career Guidance System

1. All officers are not self-sufficient when it comes to planning and developing their careers. Some officers at all grade levels need, and are open to, career guidance.

2. Detailers and their constituents apparently disagreed in 1986 on the primary functions of field trips, with constituents expecting the resolution of assignment problems and detailers viewing this goal as unrealistic. Recently, a computer bulletin-board system (BUPERS ACCESS) was installed to supply, among other features, information on assignment openings. This system should greatly facilitate discussions between detailers and their constituents in the field.

3. Officers can be expected to use a variety of career information sources rather than relying on a single one, such as detailers.

4. Changes in *Perspective* geared to the needs of LCDRs and CDRs produced improvements for some communities, but not others.

Reassignment Experiences With Detailers

1. In 1986, detailers were not available often enough to effectively meet the needs of their constituents, especially the needs of pilots and NFOs.

2. Detailer credibility may be an enduring problem among aviation officers and SWOs.

3. The basic relationship between detailers and pilots deteriorated markedly and extensively during the study.

4. The basic relationship between detailers and GenURLs improved markedly during the study.

Reassignment Experiences With Assignment System

1. The new order-writing system accomplished, to a large extent, its purpose of providing orders in a more timely fashion.

2. Officers are generally happy with the assignments they receive.

3. When officers contemplate the desirability of making the Navy a 20-year career, the assignments they have received play an important role in their deliberations.

Other Conclusions

Surveys are a useful tool for identifying the perceived strong points and weak points of the Navy's career guidance system and its reassignment practices.

Recommendations

Career Guidance System

1. Consideration should be given to developing a special counseling system or systems for officers that address career issues--both within the officer's community and across communities. To counsel officers on their own communities, the Navy should provide guidelines so that COs can establish "counseling systems" for their personnel. To counsel officers on opportunities outside of their communities, the Navy should establish a single focal point in contrast to the present technique of contacting each community's representative.

2. A survey should be conducted to determine if officers are using the new computer bulletin-board system, BUPERS ACCESS, and if the information provided on assignment openings is viewed as helpful.

3. The Navy should introduce relevant training on career issues into division head, department head, and Prospective XO (Executive Officer) and CO courses, so that individuals can function more effectively as information sources. An expanded role for COs or department heads should be to discuss fitness report ratings with junior officers, and, in light of such ratings, suggest realistic assignment goals.

4. It should be determined why changes in *Perspective* geared to the needs of LCDRs and CDRs produced a favorable impact on GenURLs and pilots, but had no apparent effect on SWOs and NFOs.

Reassignment Experiences With Detailers and the Assignment System

1. The Navy should review its policies that specify what detailers are required to tell their constituents. Some changes in policies are needed to increase the credibility of detailers. For example, there should be a change in the policy that requires detailers to tell officers that no billet contributes more than any other to an officer's career. Instead, detailers should convey information about billets that is credible both to them and their constituents. In addition, it should be reemphasized to officers that the detailer's prime responsibility is to fill billets rather than to act as

the officer's representative. As a result, fewer constituents may feel betrayed by detailers or view them as dishonest.

2. The Navy should implement a training program that teaches detailers negotiation and conflict resolution skills. Such a program might increase the credibility of detailers when they are unable to provide the assignments desired by their constituents.

3. It should be determined if the relationship between aviators and detailers has improved since data were collected for this study, and if the favorable relationship between GenURLs and their detailers has been maintained to the present time or improved.

4. New survey data should be collected on the perceived availability of detailers, especially in the light of the BUPERS ACCESS system, which is designed to reduce many of the detailer's administrative demands.

5. Updated information should be gathered on officers' opinions of the order-writing system. Study results suggest that the Navy should continue the system as is.

Other Recommendations

Survey data should be collected periodically and trends analyzed to aid in problem identification and resolution. Since data were collected in 1982 and 1986, it is recommended that a new study of the Navy's career guidance system and its reassignment practices be initiated now.

CONTENTS

INTRODUCTION

Background

Navy Personnel Research and Development Center's (NAVPERSRANDCEN's) Career Research Program

Between 1981 and 1989, NAVPERSRANDCEN conducted research on the career development and management of the following communities of unrestricted line (URL) officers: aviation warfare officers (AWOs), comprised of pilots and naval flight officers (NFOs); surface warfare officers (SWOs); and general URL officers (GenURLs). The research was designed to provide information to policy makers and career managers from the officers themselves, so that the Navy would be in a better position to: (1) manage the careers of its officers, (2) fill billets with skilled personnel at all grade levels, (3) improve performance and increase retention, and (4) project future personnel inventories.

The research melded career theory and psychological constructs with personnel problems and issues gleaned from interviews with officers, policy makers, career managers, and detailers. The research design emphasized officers from 25 different commissioning years (1961 through 1985) and two data collections (FY82 and FY 86-87). Data were collected through specially designed questionnaires and from officer personnel records.

Morrison and Cook (1985) describe the conceptual and methodological foundations of the overall research program, as well as presenting some of its initial findings. Wilcove and Wilson (1991) describe the questionnaires developed for the research program, the measures used, and the sampling strategies, as well as summarizing some of the products resulting from the effort. Morrison, Bruce, and Wilcove presented three briefings to appropriate personnel in Washington on the research's career planning and reassignment findings, the focus of the current report.[1]

Navy Research Findings

Wilcove (1988a) found that officer perceptions of the assignment process were among the top three determinants of the continuance decision among three URL communities. This result makes assignment process research important from an organizational standpoint. Nevertheless, there have been few studies that focused on detailers and their role in the assignment process. Those studies

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[1]Morrison, R. F., Bruce, R. A., & Wilcove, G. L. (1987, September). *Officer career development: Planning and assignment (surface warfare officers).* A briefing presented to the Naval Military Personnel Command (NMPC-41) and the Office of the Chief of Naval Operations (OP-130E1 and OP-39), Washington, DC.

Morrison, R. F., Bruce, R. A.,& Wilcove, G. L. (1987, September). *Officer career development: Planning and assignment (general unrestricted line officers).* A briefing presented to the Naval Military Personnel Command (NMPC-41) and the Office of the Chief of Naval Operations (OP-130E3), Washington, DC.

Morrison, R. F., Bruce, R. A., & Wilcove, G. L. (1987, September). *Officer career development: Planning and assignment (aviation warfare officers).* A briefing presented to the Naval Military Personnel Command (NMPC-43) and the Office of the Chief of Naval Operations (OP-130E2 and OP-59), Washington, DC.

that have been conducted have yielded very general findings; namely, that two-thirds of officers are satisfied overall with the assignment process, and one-third are dissatisfied (Arima, 1981; Holzbach, Morrison, & Mohr, 1980; Nye, 1981). However, questionnaire items and samples varied in important ways, casting doubt on the justification for generalizing. In addition, past research has focused on one point in time, making it difficult to detect changes in officer perceptions.

Preliminary to the assignment process are the guidance and advice that officers receive from their detailers regarding assignments. The role of career guidance and advice is determined, in part, by the nature of the officer's career. URL officers have relatively short, concentrated careers in contrast to their civilian counterparts. This concentration requires officers to change assignments frequently, receive a significant amount of training, and serve in billets in which they are expected to demonstrate quickly their leadership ability and potential for promotion. Career guidance and advice are essential given these realities and expectations. Therefore, the Navy attempts to convey as much information as possible to officers when they are involved in career planning, so that realistic expectations are developed, conflict with the career management system is minimized, and assignments are received that maximize the individual's ability to perform effectively.

Despite the importance of career guidance, most research has centered on the officer's perceptions of the assignment process rather than on the preparatory informational exchange that occurs with the detailers and others. One exception was Wilcove, Bruni, and Morrison (1987) who found that officers viewed detailers as genuinely interested in the officer's career problems and desires, and were knowledgeable about the officer's previous communications, although detailers were perceived as less honest overall than other information sources.

Besides the limitations of available research, drawing conclusions about the effectiveness of the assignment process is also hindered by the lack of institutionalized evaluative procedures. In particular, officers are not routinely and formally requested to provide feedback on their interactions with detailers and the outcome of negotiations. In addition, the development of corporate memory or baseline information is impeded by the regular turnover of personnel in the detailing branches.

Problem

A previous study (Wilcove, 1988a) suggested that an officer's perceptions of the assignment process are important determinants of his or her continuance decision. Consequently, insights into such perceptions are needed. However, existing research has been limited in design and scope. In addition, the Navy has no formalized procedure that solicits officers' reactions to the assignment process, thus denying the Navy a potentially valuable source of information on officers' perceptions.

Purpose

The purpose of this study was to help the Navy assess its officer career guidance and reassignment policies, procedures, and practices. Towards that end, two approaches were employed:

1. *Questionnaires were used to solicit officer opinions on the availability of sound career counseling and information, the effectiveness of detailer field trips, the quality of detailing*

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practices, and the responsiveness of the assignment system overall. Questionnaire data were collected twice, 4 years apart, to determine if officer opinions had changed with the passage of time.

2. The relationship was examined between the opinion data and an officer's career intent (i.e., his or degree of commitment towards making the Navy a 20-year career).

METHOD

Populations

Wilcove and Wilson (1991) describe the target populations of the NAVPERSRANDCEN career research program. In general terms, the research focused on the following URL officer communities: AWOs, composed of pilots and NFOs; SWOs; and GenURLs. Nuclear power SWOs were excluded because of their unique career pattern, as were GenURLs who had been commissioned through the Nuclear Power Officer Candidate (NUPOC) Program. Questionnaire data were collected in FY82 (Time1 [T1])and, again, in FY86-87 (Time2 [T2]). Commissioning years 1961 through 1985 formed the foundation of the research and included ensigns through commanders (ensigns [ENSs], lieutenant junior grade officers [LTJGs], lieutenants [LTs], lieutenant commanders [LCDRs], and commanders [CDRs]).

Samples

The T1 and T2 samples were independent for pilots, NFOs, SWOs, and GenURLs. The number of individuals in the T1 and T2 samples, respectively, were: pilots (1,133; 2,247), NFOs (694; 1,381), SWOs (886; 2,504), and GenURLs (442; 1,164). Two issues were important with respect to the return samples. First, were they representative, both in terms of overall size and the number of individuals by grade? And, secondly, did the T1 and T2 samples for each community have the same proportions by grade? If the latter condition were not met, then differences in questionnaire results between T1 and T2 might simply reflect differing proportions of officers by grade.

Sampling statistics (Cochran, 1977) were used to determine if the T1 and T2 samples for each community were representative of their respective populations. It was found that the overall sizes of the T1 and T2 samples were large enough to permit generalization of study results to the corresponding populations. However, when the samples were broken down by grade, it was found (at T1 only) that the numbers of SWO ENSs, and GenURL LCDRs and CDRs were insufficient to adequately represent their respective populations.[2] Thus, in these instances, study results could not be generalized beyond the specific individuals participating in the research.

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[2]Sampling statistics (Cochran, 1977; pp. 74-78) were computed for each of the eight samples (4 communities by 2 time periods) based on their respective unweighted n's (number of individuals). Sampling statistics indicated, for all four communities, that both T1 and T2 samples were large enough to permit generalization of survey results to the relevant populations. Each sample mean should be within plus or minus 5 percent of the relevant population mean with a 95 percent level of confidence. Sampling statistics were also computed by grade within community (4 communities by 5 grades by 2 time periods). It was found that 37 of the sample means should be within plus or minus 5 percent of the appropriate population mean at the 95 percent level of confidence. The three exceptions were all at T1: SWO ENSs, GenURL LCDRs, and GenURL CDRs. These three samples were too small for their means to be considered acceptable estimates of the relevant population means at the 95 percent level of confidence.

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To ensure that the T1 and T2 samples for each of the four communities had the same grade proportions, a weighting procedure was used (SPSS-X Inc., 1988, p. 182). Specifically, the proportions by grade for both the T1 and T2 samples were made the same as those in the community's T1 population.[3] With the samples equated on grade, any changes in opinions can most likely be attributed to changes in the career guidance system or reassignment practices. While they also could be due to societal differences between T1 and T2, only 4 years separate these two times, and thus only minor differences, at most, would be expected.

Questionnaires

Various approaches were used to identify the issues that should be addressed by the questionnaires in the research program. Specifically: (1) approximately 300 URL officers were interviewed before constructing the T1 and T2 questionnaires, (2) policy statements and instructions regarding the career system for each community were examined, (3) conversations were held with policy makers, career planners, and career managers in Washington, and (4) career theory and research published in the scientific literature were reviewed.

Wilcove and Wilson (1991) describe the issues addressed by the 10 questionnaires developed for the research program. The present study used 6 of those questionnaires: T1 and T2 questionnaires for AWOs, SWOs, and GenURLs. The issues examined in the present study fell into three general categories: career planning, assignment process, and outcomes. The issues within each category were as follows:

1. **Career Planning**

Aspects of the Navy's career guidance system were of interest as a way of determining how well officers are able to plan their careers. Three issues connected with the Navy's career guidance system were as follows:

a. *Advising and Modeling.* How prevalent and satisfying are the interpersonal aspects of advice-giving that officers encounter as they attempt to formulate their career decisions? To what extent do individuals adopt senior officers as role models?

b. *Field Trips.* How effectively do detailer field trips meet the career planning needs of officers?

c. *Information Sources.* How do officers evaluate the usefulness of various career information sources, such as commanding officers (COs), peers, detailers, *Perspective*, etc.?

2. **Assignment Process**

a. *Interactions with Detailers.* How responsive do officers perceive their detailers to be during the reassignment process, and what are their opinions regarding the assignments they receive?

b. *Assignment System.* How do officers evaluate the system as a whole, and how do they judge their detailers based on their experiences with them throughout their careers?

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[3]CONVERSATION NAVPERSRANDCEN (Code 16) Dr. Gerry Wilcove/ Institute for Social Research, University of Michigan (Head, Sampling Division) S. Heeringa of 1 Nov 90.

3. Outcomes

The "larger" issues of importance to the Navy were of interest here, such as the career intentions of officers, and how satisfied they were with their current tours and careers and the Navy organization as a whole. More specifically, researchers were interested in the degree to which these outcomes were associated with opinions on the Navy's career guidance system and its reassignment practices.

Having provided general descriptions of the 3 "issue" categories (career planning, assignment process, and outcomes), they will now be described in detail:

1. Career Planning

a. Advising and Modeling

To what extent are officers counseled on:

(1) The career system for their communities?

(2) Navy career opportunities outside of their own communities?

(3) Tickets that have to be punched so that they can reach their career goals in the Navy?

To what extent do officers believe that:

(4) They need a special career counseling system?

(5) It is important to have someone available when they want to discuss their careers, someone they can trust and are comfortable with?

(6) They frequently interact with senior officers?

(7) They use senior officers as role models when they make career decisions?

(8) They are aware, when completing their preference cards, of the billets they can realistically compete for?

b. Detailer Field Trips

How do officers evaluate detailer field trips they have attended recently; specifically:

(1) Did the trips clarify assignment policies and practices?
(2) Did they clarify career paths and their alternatives?
(3) Did they resolve assignment problems?
(4) Were they conducted in an open and honest manner?
(5) Were they useful and beneficial?

c. Information Sources

Currently, as officers plan their careers, to what degree do they use the following 10 sources for career information and guidance: their COs, executive officers, department heads, senior officers within and outside of their communities, peers, detailers, *Perspective, Navy Times,* and public media?

2. Assignment Process

a. Interactions With Detailers

How do officers evaluate 14 characteristics or behaviors of their current detailers? Three logical groupings of detailer characteristics/behaviors were examined:

(1) Communication

To what extent do officers believe that their current detailers return telephone calls, share information, are knowledgeable about previous communications, and respond to correspondence?

(2) Concern

To what extent do officers believe that their current detailers are knowledgeable about their personal desires, are trustworthy, "look out for their best interests", provide useful career counseling, and listen to their problems and requests?

(3) Knowledge

To what extent do officers believe that their current detailers are knowledgeable about policy trends, billet vacancies, requirements and duties of available billets, and officers' career development needs (i.e., the requirements that have to be met to advance in their careers)?

In addition to communication, concern, and knowledge, to what extent do officers believe that their current detailers are credible (i.e., accurate and honest)? Are available?

Two issues were addressed in the questionnaires with respect to an officer's former detailer; i.e., the one who detailed them to their current assignment. The first issue was how officers viewed their interactions with their detailers. Did the reassignment process run smoothly or was it frustrating and difficult? The second issue concerned the actual assignments officers received. For example, to what degree did the assignments correspond to the requests officers made on their preference cards regarding location, billet, and activity?

b. Interaction With the Assignment System

Five "assignment system" issues were of interest in the study:

(1) How effective do officers believe preference cards are?

(2) What are officer opinions regarding "detailer continuity" in the Navy (i.e., the extent to which officers have the same detailer throughout the reassignment process)?

(3) Do officers believe that they received their most current set of orders in a timely fashion?

(4) How do officers evaluate the assignments they have received in their careers?

(5) Do officers believe that their past experience and performance have determined the billets they have received in the Navy?

3. Outcomes

The larger "outcome" issues of concern in the study were as follows:

(1) Are officers satisfied with their *current tours* (i.e., their commands, duties, peers, superiors, and immediate subordinates)?

(2) Are they satisfied with their *careers* overall?

(3) Are they satisfied with the *Navy organization* as a whole?

(4) Do they believe that the Navy wants them to continue in their careers as active duty naval officers?

(5) Do they plan on making the Navy a 20-year career (i.e., staying until they are eligible for retirement)?

The issues addressed in the questionnaires were measured by single items or scales (a group of items yielding a total score). Most of the questionnaire items asked officers to respond on a continuum from 1 to 7. For example, officers were asked to evaluate how well detailers returned phone calls, with 1 representing a very negative evaluation; 4, a neutral evaluation; and 7, a very positive evaluation.

Appendix A provides information on the questionnaire items used in the study. It references the T2 "Aviation Officer Career Questionnaire" (Appendix B) and uses an asterisk (*) to identify scales.

Analysis

The following analyses were conducted for the four officer communities (pilots, NFOs, SWOs, and GenURLs):

1. Means and standard deviations were calculated for all items and scales at T1 and T2.

2. T-tests were conducted to determine if differences between T1 and T2 means were statistically significant. Additional t-tests were done by grade within community.

Differences between means are only addressed in the report if they were statistically significant ($p < .01$) and practically significant. Practical significance was approached as follows. A "percent change" statistic was computed to show how responses had changed from T1 to T2. For example, suppose at T2, 38 percent of the respondents answered a question with either a 5, 6, or 7 as their response. Suppose also that 44 percent of individuals at T2 responded to 5 through 7. This difference of 6 percent (44% minus 38%) is a 16 percent change in responses 5-7 (6 divided by 38).

A change of at least 15 percent was judged to be practically significant. It was determined that all statistically significant (p < .01) mean differences of .3 or greater (T2 mean minus T1 mean) yielded a percent-change statistic of 15 percent or greater. Items or scales with these differences thus formed the focus of the report.

3. Simple correlations (Pearson r's) were computed at both T1 and T2 between the outcome variables and the career planning and assignment process variables. T1 and T2 correlational matrices were also computed for the outcome variables. Correlations were viewed as being due to chance unless they were significant at the .05 level or less. The magnitude of a correlation (if it was statistically significant) was described as follows in the report: Values less than .20 were referred to as "negligible", values between .20 and .29 as "moderate", values between .30 and .39 as "fairly high", and values .40 or greater as "high."

A descriptive approach was used when reporting the results of the study. For example, descriptive phrases, rather than the means themselves, were presented in the report. As an illustration, consider the items measuring how often officers reported using various information sources. A 7-point response scale was supplied for these items, with 4 representing the midpoint. Means falling between 3.5 and 4.4 were interpreted as meaning that the information source received "moderate" use; means 4.5 or greater as meaning "fairly frequent" use (the highest mean obtained was 4.9); and means 3.4 or less as meaning "fairly infrequent" use. The same type of approach was used for other items. When significant differences were found by grade, the text reports, for example, that "LTs *in particular* were more supportive of detailers at T2 than at T1," or "*especially* LTs. . . ," or "*most notably* LTs. . . ," or "*primarily* LTs. . . "

The t-test procedure identifies significant quantitative differences between means that, at times, may also reflect important qualitative differences. For example, consider the information-sources items just discussed. Whenever the T1 and T2 means were far enough apart to be statistically and practically significant, a significant quantitative difference was said to exist. In addition, if one mean fell within a particular range of values (say, 3.5 and 4.4, interpreted as "moderate" usage) and the other mean fell within another range of values (say, 4.5 or greater, interpreted as "fairly frequent" usage), then a qualitative difference was also said to exist. Both types of changes are reported in the "RESULTS", but, as expected, every quantitative change is not accompanied by a qualitative one.

Appendix C presents means and standard deviations by time within community; Appendix D, significant t-test results by community; and Appendix E, correlations at T1 and T2 aggregated across communities. T-test results by grade and correlational coefficients by community are not presented in the appendices due to space limitations.

RESULTS

Career Planning

Advising and Modeling

Overview. At T1 and T2, officers from all communities indicated that they interacted frequently with senior officers. While frequent interaction may result in officers adopting senior officers as career role models, this process is not automatic. Thus, it was informative to find that pilots and NFOs explicitly indicated at T1 and T2 that they used senior officers as role models

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when making career decisions. In addition to the importance of career role models, individuals from all communities believed that a special counseling system for officers should be established. This finding emerged at both T1 and T2, as did a related need to have someone they trust available to discuss their careers.

Officers conveyed varying opinions on how well they were being counseled. Favorable opinions at both T1 and T2 were as follows. Pilots, NFOs, and SWOs believed they had been counseled fairly well on their communities' career systems and had received helpful guidance on the tickets that needed to be punched to meet their career goals. In addition, pilots indicated that they felt informed, when completing their preference cards, about the billets for which they would be competitive.

All communities tended to criticize at T1 and T2 the counseling they had received on career options outside their communities. In addition, GenURLs criticized at T1 the counseling they had received on their community's career system, although this opinion improved to a middle-of-the-road position at T2 (elaborated in next section). Middle-of-the road evaluations at *both* T1 and T2 included the following. GenURLs offered lukewarm responses when asked if they had been counseled on the tickets that needed to be punched to reach their career goals. In addition, NFOs, SWOs, and GenURLs felt only moderately informed, when completing their preference cards, about the billets for which they would be competitive.

Changes between T1 and T2. Only one opinion changed between T1 and T2: GenURLs (particularly ENSs through LCDRs) believed they received better counseling at T2 on how the career system worked for their community. In T1, they disagreed that they had received such counseling; in T2, they were uncertain as to whether they had or had not. In short, GenURLs exhibited both a quantitative and qualitative change in opinions.

Detailer Field Trips

Overview. Detailer field trips were generally well regarded by naval officers For example, there was consistent agreement across communities and time that field trips were conducted openly and honestly. There was also consistent agreement that the trips were useful and provided good information about assignment policies and practices and career paths and alternatives. Only the ability to resolve assignment problems during the trips consistently received a lower than satisfactory evaluation.

Changes between T1 and T2. Pilots' evaluations of detailer field trips were lower at T2 on all five aspects, primarily because of the perceptions of LTs and LCDRs. When asked whether field trips resolved their assignment problems, pilots responded "to some extent" in T1, but only "to a little extent" in T2.[4] NFOs believed that field trips were less beneficial and useful in T2. In addition, NFOs (particularly LTs) voiced lower opinions in T2 regarding the field trip's ability to resolve assignment problems. In T1, NFOs believed that field trips resolved assignment problems "to some extent"; in T2, only "to a little extent."

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[4] All five functions of field trips were fulfilled to a lesser degree in T2 according to pilots (examples of quantitative changes). However, only in one instance, resolution of assignment problems, did the degree to which the function was fulfilled change categories (i.e., from "some extent" to "a little extent"). This change represented a qualitative one.

No changes in opinions were evidenced by SWOs on any of the aspects related to field trips. However, GenURLs (particularly ENSs, LTs and LCDRs) had a more favorable opinion at T2 than at T1 regarding the extent to which detailer field trips clarified career paths and their alternatives. Opinions improved from "to some extent" in T1 to "a relatively large extent" in T2.

Information Sources

Overview. No sources were relied on heavily for career information.

Instances of *fairly frequent usage* were as follows:

1. Peers--by pilots and NFOs at both T1 and T2 and by SWOs and GenURLs at T2.

2. Department Heads--by SWOs at T1 and T2 and pilots, NFOs, and GenURLs at T2.

3. *Perspective*-- GenURLs at T1 and T2.

4. Senior Officers (within the community, but outside the immediate chain of command)-- NFOs at T2.

Instances of *fairly infrequent usage* were as follows:

1. Public Media--all communities at both T1 and T2.

2. *Navy Times*--all communities at T1 and T2, with the exception of GenURLs at T2.

3. Senior Officers (outside the community)--pilots, NFOs, and SWOs at both T1 and T2.

4. Detailers--pilots and NFOs at T2.

5. COs-- GenURLs at both T1 and T2.

6. Executive Officer (XO)-- GenURLs at T1.

Moderate usage of information sources characterized the remaining T1 and T2 situations for the four communities. The major instances of *moderate usage* were as follows:

1. Executive Officers--all communities at both T1 and T2 with the exception of GenURLs at T1.

2. Senior Officers (inside the community, but outside the immediate chain of command)--all communities at both T1 and T2 with the exception of NFOs at T2.

3. COs--all communities at T1 and T2 with the exception of GenURLs.

4. *Perspective*--pilots, NFOs, and SWOs at T1 and T2.

Changes in Usage. All communities except NFOs increased their usage of the *Navy Times* between T1 and T2. For GenURLs, use of the *Navy Times* as an information source increased to a moderate level. The most pronounced changes in reading habits by grade varied as a function of

community: For pilots, CDRs evidenced the most change; for SWOs, ENSs and LTs; and for GenURLs, ENSs and LTJGs.

Both pilots and GenURLs increased their use of *Perspective*. For pilots this increased usage reflected primarily changes in the behavior of LTs, LCDRs, and CDRs, while for GenURLs the changes were primarily at the LTJG, LCDR, and CDR levels.

The use of detailers as information sources declined for both aviation communities from moderate at T1 to fairly infrequent at T2. This finding applied to LTs through CDRs for pilots, while, for NFOs, decreased usage of the detailer was most prominent among CDRs.

SWOs increased their usage of a variety of information sources. These sources are presented next, together with (in parentheses) the grades for which the increases were most prominent: peers (LTJG, LT, CDR), senior officers within the SWO community (LT, CDR), department heads (LTJG), executive officers (LTJG, LT), and COs (ENS through LT). SWOs increased their usage of peers from moderate in T1 to fairly frequent in T2 (the only qualitative change).

GenURLs increased their use of senior officers within their own community (reported primarily by ENSs and LTs) and their use of executive officers (reported, in particular, by ENSs). GenURLs increased their usage of executive officers from fairly infrequent in T1 to moderate in T2.

Assignment Process

Interactions With Detailers

Overview. All communities were generally pleased at T1 and T2 with the knowledge displayed by their current detailers on policies and billets. Current detailers' communication skills, their level of concern, and their credibility were rated fairly highly at T1 (with the exception of NFOs who expressed ambivalence). Noteworthy decrements at T2 from these generally favorable T1 levels are addressed below. All communities viewed their current detailers as being available a moderate amount of time at T1. Decrements in this perception at T2 are also addressed below. All communities at both T1 and T2 expressed fairly high opinions of the detailers who had assigned them to their current assignments.

Changes between T1 and T2. Pilots lowered their opinions of detailers in several areas. That is, they had a less favorable opinion at T2 than at T1 of their current detailer's credibility and level of concern. Both of these decrements were especially true for LTs through CDRs. Also, pilots' opinions of their detailers' communication practices became more unfavorable at T2 (especially for LCDRs and CDRs). Opinions in all three areas (credibility, concern, and communication) decreased from a fairly high level in T1 to a moderate level in T2.

Similar to pilots, NFOs and SWOs believed that their current detailers had less credibility at T2 than at T1. LTJGs through CDRs of both communities conveyed this opinion. For SWOs, credibility was perceived to have dropped from fairly high to moderate.

In contrast to the other communities, GenURLs noticed positive changes in their detailers; namely, increased communication skills, level of concern, and knowledge about policies and billets. LCDRs and CDRs, in particular, cited improvements in all three of these areas.

All four communities reported that their detailers were less available at T2 than at T1. This finding for pilots and NFOs pertained primarily to LTs, LCDRs, and CDRs. For SWOs, decreased availability was reported most notably by LTJGs, LTs, and LCDRs, and among GenURLs, by LTJGs and LTs. Both aviation communities reported that their detailers were available a moderate amount of time in T1, but relatively infrequently in T2.

Interactions With Assignment System

Overview. The following results were found for all the officer communities at both T1 and T2. When individuals used actual assignments that they had received as a point of reference for evaluating the assignment system, the assignment system was rated highly. For example, officers responded favorably when asked if their current assignments matched what they had requested on their preference cards with respect to location, activity, and billet. They also gave a favorable response when asked to evaluate previous assignments they had received. Further, pilots, NFOs, and SWOs agreed that the billets they had received in the Navy had reflected their earlier experiences and performance.

On the other hand, all communities at T1 and T2 reacted in a lukewarm fashion when asked about the process of reassignment, such as the effectiveness of preference cards as a method for obtaining desired assignments,[5] and the Navy's ability to provide them with the same detailer throughout the reassignment process (detailer continuity).

A majority of officers from all communities at both T1 and T2 responded "yes" when asked if their orders had been received in a timely fashion (Appendix C, Table C-3, provides actual percentages under "Notes.")

Changes between T1 and T2. Officers indicated that they had received their orders in a more timely fashion at T2 than at T1. Specifically, 66 percent of the officers at T1 and 75 percent at T2 responded "yes" on this issue (difference significant at .01 level). All the communities responded at about the 75 percent level at T2. The greatest changes in timeliness were noted by NFOs (especially LTs) and GenURLs (especially LCDRs and CDRs).

Correlations Between Outcomes and Career Planning and Assignment Process Items

When reading this section, the reader should assume, unless stated otherwise, that obtained correlations were negligible, findings pertained to both T1 and T2, and greater (lesser) degrees of agreement with career planning and assignment process items were associated with more (less) favorable judgments of the outcomes (i.e., correlations were positive).[6] Findings are presented first for all officers (i.e., the total sample), followed by those unique to a specific community. Refer to "Analysis" (p. 7) for definitions of "negligible", "moderate", "fairly high", and "high" correlations.

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[5] It appears that officers retrospectively believed that their current assignments matched what they had requested on their preference cards, but when asked if preference cards work generally, their evaluations were less favorable.

Career Planning

Advising and Modeling. Responses to three items produced moderate and fairly high correlations with all outcomes except an officer's degree of commitment to a 20-year career. The three items were: (1) "my senior officers interact with me frequently," (2) "I use senior officers as role models when I make career decisions," and (3) "I have been counseled on the tickets that have to be punched to meet my career goals" (see exception below). The largest correlations were found with the outcome, "Do you feel that the Navy wants you to continue your career as an active duty naval officer?"

Unlike the other communities, for GenURLs, "I have been counseled on the tickets that have to be punched..." was correlated negligibly at T2 with the outcomes. For SWOs, an additional item ("When you are completing your officer preference card, do you have a good idea of billets for which you would be fully competitive?") was correlated moderately at T2 with most outcomes, including an officer's degree of commitment to a 20-year career. This last outcome produced the weakest correlations in the study, and, thus, its moderate correlation with the preference-card item is noteworthy.

Detailer Field Trips. At T1, correlations between field trip items and outcomes were either negligible or moderate, while at T2, most of the correlations were negligible. A few noteworthy patterns emerged across T1 and T2, in spite of the negligible correlations. Specifically, for pilots, moderate correlations were found with organizational satisfaction and "the Navy wants me to continue my career." Moderate correlations were also found with this last outcome variable for GenURLs.

Information Sources. Negligible correlations were generally found between the outcomes and the frequencies with which information sources were used. Two exceptions were as follows. First, use of the CO was correlated moderately or fairly highly with "the Navy wants me to continue my career", satisfaction with the present tour, and career satisfaction. The fairly high correlation was obtained with tour satisfaction and was due primarily to the responses of NFOs. Secondly (at T2 only), use of the detailer was correlated moderately with an officer's degree of commitment to a 20-year career. This result was due primarily to the responses of SWOs and GenURLs.

Assignment Process

Interactions With Detailers. The scales concerned with the detailer's credibility, communication skills, level of concern, and knowledge were correlated moderately with most of the outcomes, with degree of commitment to a 20-year career being the notable exception. These moderate correlations were found most consistently for the knowledge scale and for organizational satisfaction.

The detailer scales produced a greater number of negligible correlations for SWOs and NFOs than for pilots and GenURLs, especially at T2. The detailer scales produced larger T2 correlations for GenURLs than for the other communities (fairly high versus moderate) with respect to the outcome, "the Navy wants me to continue my career."

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[6]Suppose the text says that a (moderate, fairly high, or high) correlation was found between career satisfaction and evaluations of the detailer's knowledge. This means that the greater the degree of career satisfaction, the more favorable the officer's evaluation of the detailer's knowledge; conversely, the lesser the degree of career satisfaction, the less favorable the officer's evaluation of the detailer's knowledge.

Perceptions of detailer availability were correlated moderately with organizational satisfaction. This overall finding was due primarily to the responses of pilots and SWOs. Detailer availability was also correlated moderately at T2 with degree of commitment to a 20-year career, a finding which reflected primarily the responses of SWOs and GenURLs.

Interactions With Assignment System. One item was correlated fairly highly, and, in some cases, highly with all the outcomes. This item was: "What is your evaluation of the assignments (you have) received in your career?" (termed the "assignments received" item). This item produced the largest correlations of all the career planning and assignment process issues measured.

The largest correlations obtained for the assignments-received item were as follows. This item correlated highly at T2 with the officer's career satisfaction and organizational satisfaction. It also correlated fairly highly at T2 with the officer's degree of commitment to a 20-year career. As mentioned, this outcome produced the weakest correlations in the study, so its fairly high correlation with the assignments-received item is noteworthy.

A second item correlated fairly highly with most outcomes and moderately with degree of commitment to a 20-year career. This item was: "Do you feel the billets you have received reflected your experience and past performance?" ("billets received" item). This item produced the second strongest correlations with the outcomes, although its correlations were negligible for pilots and NFOs with the officer's degree of commitment to a 20-year career.

In the questionnaires, several items asked officers to rate the match between their current assignments and the requests they had made on their preference cards with respect to activity, location, and billet. These items were combined into a scale which was found to correlate moderately with career satisfaction and "the Navy wants me to continue my career" and fairly highly with satisfaction with the current tour.

DISCUSSION

A number of generalizations can be made across communities and times when examining officer career planning and reassignment experiences. Generalizations of this sort can also be made when summarizing the correlations. Generalizations are presented and discussed below, followed, where present, by a discussion of significant changes between T1 and T2 and community-specific results.

Career Planning

Advising and Modeling

Officers expressed both favorable and unfavorable opinions on the quality of the career guidance they were receiving--it depended on the issue and, at times, the community. An unfavorable opinion that characterized all the communities was that counseling was inadequate on the career opportunities that existed outside of their own communities. This problem is understandable. There are no generally available information sources with knowledge that span the spectrum of officer communities. In addition, results indicated that officers are reluctant to discuss career options with senior officers in other communities, which exacerbates the problem.

Officers also identified some gaps in career information within their own communities. For example, NFOs, SWOs, and GenURLs felt only moderately informed, when completing their preference cards, about whether they were competitive for given billets. Contacting their detailers first would, in all likelihood, alleviate this problem. GenURLS identified another within-community gap in career information. That is, they felt that there was room for improvement in the counseling they received on their community's career system. On the positive side, pilots, NFOs, and SWOs believed they had been counseled well in this area and had received good counseling on the tickets that needed to be punched to reach their career goals.

It seemed clear from the results that officers from all communities were open to the idea of receiving career guidance. For example, they indicated it was important when planning their careers to have a trusted person available for discussion. In addition, individuals strongly supported the idea of establishing a special counseling system for officers.

Detailer Field Trips

Results showed that officers had favorable impressions of the detailer field trips, with the exception of the detailer's ability to resolve assignment problems. This deficiency should be alleviated by the recent installation of BUPERS ACCESS, a computer bulletin-board system (Assistant Chief of Naval Personnel for Distribution, 1991). This system provides, among other features, information on current assignment vacancies, information which can help resolve assignment problems while the detailer is in the field.

Another result that poses some concern was the finding that lower opinions were reported by pilots at T2 for all five field trip functions and by NFOs for two of the five functions. Although aviator assessments were still favorable in T2, the decline in their opinions bears scrutiny.

In contrast to aviators, GenURLs believed that detailers in the field had improved their ability to clarify career paths and their alternatives. This improvement would seem to reflect the establishment of a community manager in 1982 and subsequent efforts by the GenURL community to develop clearer career paths (Wilcove, 1988b).

Information Sources

All four communities indicated that availability of the detailer for phone conversations decreased significantly from T1 to T2. Decreased detailer availability should result in officers expanding their informational network. Thus, it is not surprising that SWOs increased their usage of peers, senior officers within their community, department heads, executive officers, and COs. GenURLs increased their usage of senior officers within their community, executive officers, and *Perspective*. Pilots also increased their usage of *Perspective*, while NFOs, surprisingly, registered no changes in behavior from T1 levels.

Aviators used their detailers for career information less at T2 than at T1. This decrease may have reflected the tendency of COs to intervene more actively in attempts to secure assignments for their subordinates. Subordinates would thus have less need to work closely with their detailers.[7]

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[7]TELEFAX CHNAVPERS (PERS-432) CAPT Bowman/NAVPERSRANDCEN (Code 16) Dr. Wilcove of 9 Jan 92.

Both LCDRs and CDRs among pilots and GenURLs increased their usage of *Perspective*. Morrison (1984) had recommended that *Perspective* expand and improve the career information it provided for LCDRs and CDRs. Subsequent changes in the publication would seem to have been partially successful.

Assignment Process

Interactions With Detailers

The lower opinions that pilots expressed of their detailers in T2 may have been the result of tightened constraints on permanent change-of-station (PCS) moves in T2. However, these results might also indicate that there was a decline in the detailers' ability to negotiate and resolve conflict. It would seem, in particular, that a decrement in this ability would lead to a decline in detailer credibility, a finding that applied not only to pilots, but to NFOs and SWOs as well. That is, unless detailers are skillful in negotiating and resolving conflicts, they may lose credibility in their constituents' eyes when they are unable to satisfy the constituent's desire for a particular assignment. Thus, a detailer training program that teaches negotiation and conflict resolution skills should be established as a way of improving detailer credibility. A multifaceted detailer training program in interpersonal skills was initiated in 1983, but it lasted such a short time (1 year) that it did not appear to have the desired impact.

Interviews with officers and researchers' attendance at detailer field trips suggested several factors that erode the detailer's credibility. For example, on field trips, some detailers gave credence to the detailer folklore by jokingly referring to their tendency to "speak with forked tongues." In addition, COs spoke at times in negative terms about detailers to their subordinates. These issues should be addressed and rectified.

As recommended by Morrison (1984), GenURLs were given sole responsibility for detailing members of their own community in 1985, a function previously shared with SWOs. It seems likely that this change produced the reported improvements in detailer functioning (i.e., improvements in knowledge, level of concern, and communication skills). In addition, GenURLs were the only community that did not report a drop in detailer credibility at T2. These encouraging developments occurred even though the GenURL community was still located in the same division as the SWO community (NMPC-41, now PERS-41) rather than a separate organizational code (NMPC-4419, now PERS-4419) as they would later be.

Interactions With Assignment System

The new order-writing system had already been implemented for SWOs and GenURLs when the T1 phase of the study began. Thus, these communities may have already benefited from this change by the time the T1 data were collected. Nevertheless, GenURLs still indicated that their orders were significantly more timely at T2 than at T1, a noteworthy finding. In addition, NFOs noticed a significant improvement in the timeliness of their orders. As a result of the improvements noted by GenURLs and NFOs, all communities evaluated the new system at the same positive level at T2. Overall, more individuals at T2 than at T1 (75% vs. 66%, $p < .01$) reported receiving their orders in a timely fashion. Given the importance of timely orders to personnel, the new system should appreciably improve officer opinions of the assignment process.

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Outcomes

The strongest correlate of the outcomes, including degree of commitment to a 20-year career, was officers' evaluations of the assignments they had received in their careers. Since research has shown that career commitment is related to actual retention, it is important that the Navy continues to satisfy, as much as possible, the assignment preferences of its officers. Concerning the commitment research, it has shown that this variable is significantly correlated with whether or not officers remain in the Navy after their initial obligation has been fulfilled (Holzbach, Morrison, & Mohr, 1980). Research has also shown that career commitment significantly predicts whether or not officers will still be in the Navy in 3 years (Bruce & Burch, 1989).

Some results were found regarding the outcomes that were not directly pertinent to the study's purpose, but may be of interest to the readers. The rest of this section is devoted to those results. In particular, the correlations found among the outcome measures (see Appendix E) suggest that degree of commitment to a 20-year career is partially explained by organizational satisfaction and career satisfaction, which are, in turn, partially explained by satisfaction with the present tour. These relationships are consistent with the results found in other research (Bruce & Burch, 1989; Burch, Sheposh, & Morrison, 1991; Holzbach, Morrison, & Mohr, 1980). The correlation between degree of commitment to a 20-year career and beliefs about whether the Navy wanted an individual to remain in the Navy was negligible (below .10) for pilots, NFOs, and SWOs. However, for GenURLs, significant correlations of .22 and .28 (both $p < .01$) were found at T1 and T2, respectively.

When the T1 and T2 samples were combined, the following descriptive results were obtained for the outcome measures. All communities had favorable reactions to their current tours (means of around 4.0 on a 5-point scale). All communities were fairly satisfied with their careers (means around 4.6 on a 7-point scale). While all communities were satisfied with the Navy organization (means varied from 5.0 to 5.5 on a 7-point scale), GenURLs felt less satisfied than SWOs (a mean of 5.0 vs. 5.5)($p < .01$). While individuals from all the communities felt that the Navy wanted them to continue their naval careers (means ranged from 4.9 to 5.5 on a 7-point scale), GenURLs felt less valued than other communities ($p < .01$ for all comparisons). Officers as a group were confident that they would continue their careers until they were eligible for retirement (a mean of 6.0 on an 8-point scale was obtained, with 6.0 being defined in the survey to mean that officers were 75% to 89.9% sure they would remain in the Navy for 20 years). When individual communities were examined on career commitment, it was found that GenURLs were less confident about remaining for 20 years than were aviators (NFOs and pilots combined) (a mean of 5.6 vs. 6.1) ($p < .01$).

CONCLUSIONS

Career Guidance System

1. All officers are not self-sufficient when it comes to planning and developing their careers. Some officers at all grade levels need, and are open to, career guidance.

2. Detailers and their constituents apparently disagreed in 1986 on the primary functions of field trips, with constituents expecting the resolution of assignment problems and detailers viewing this goal as unrealistic. Recently, a computer bulletin-board system (BUPERS ACCESS) was installed to supply, among other features, information on assignment openings. This system should greatly facilitate discussions between detailers and their constituents in the field.

3. Officers can be expected to use a variety of career information sources rather than relying on a single one, such as detailers.

4. Changes in *Perspective* geared to the needs of LCDRs and CDRs produced improvements for some communities, but not others.

Reassignment Experiences With Detailers

1. In 1986, detailers were not available often enough to effectively meet the needs of their constituents, especially the needs of pilots and NFOs.

2. Detailer credibility may be an enduring problem among AWOs and SWOs.

3. The basic relationship between detailers and pilots deteriorated markedly and extensively during the study.

4. The basic relationship between detailers and GenURLs improved markedly during the study.

Reassignment Experiences With Assignment System

1. The new order-writing system accomplished, to a large extent, its purpose of providing orders in a more timely fashion.

2. Officers are generally happy with the assignments they receive.

3. When officers contemplate the desirability of making the Navy a 20-year career, the assignments they have received play an important role in their deliberations.

Other Conclusions

Surveys are a useful tool for identifying the perceived strong points and weak points of the Navy's career guidance system and its reassignment practices.

RECOMMENDATIONS

Career Guidance System

1. Consideration should be given to developing a special counseling system or systems for officers that address career issues--both within the officer's community and across communities. To counsel officers on their own communities, the Navy should provide guidelines so that COs can establish "counseling systems" for their personnel. To counsel officers on opportunities outside of their communities, the Navy should establish a single focal point in contrast to the present technique of contacting each community's representative.

2. A survey should be conducted to determine if officers are using the new computer bulletin-board system, BUPERS ACCESS, and if the information provided on assignment openings is viewed as helpful.

3. The Navy should introduce relevant training on career issues into division head, department head, and Prospective XO and CO courses, so that individuals can function more effectively as information sources. An expanded role for COs or department heads should be to discuss fitness report ratings with junior officers, and, in light of such ratings, suggest realistic assignment goals.

4. It should be determined why changes in *Perspective* geared to the needs of LCDRs and CDRs produced a favorable impact on GenURLs and pilots, but had no apparent effect on SWOs and NFOs.

Reassignment Experiences With Detailers and Assignment System

1. The Navy should review its policies that specify what detailers are required to tell their constituents. Some changes in policies are needed to increase the credibility of detailers. For example, there should be a change in the policy that requires detailers to tell officers that no billet contributes more than any other to an officer's career. Instead, detailers should convey information about billets that is credible both to them and their constituents. In addition, it should be reemphasized to officers that the detailer's prime responsibility is to fill billets rather than to act as the officer's representative. As a result, fewer constituents may feel betrayed by detailers or view them as dishonest.

2. The Navy should implement a training program that teaches detailers negotiation and conflict resolution skills as a way of increasing detailer credibility.

3. It should be determined if the relationship between aviators and detailers has improved since data were collected for this study, and if the favorable relationship between GenURLs and their detailers has been maintained to the present time or improved.

4. New survey data should be collected on the perceived availability of detailers, especially in the light of the BUPERS ACCESS system, which is designed to reduce many of the detailer's administrative demands.

5. Updated information should be gathered on officers' opinions of the order-writing system. Study results suggest that the Navy should continue the system as is.

Other Recommendations

Survey data should be collected periodically and trends analyzed to aid in problem identification and resolution. Since data were collected in 1982 and 1986, it is recommended that a new study of the Navy's career guidance system and its reassignment practices be initiated now.

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APPENDIX A

OUTCOME, CAREER PLANNING, AND ASSIGNMENT PROCESS VARIABLES

Outcome, Career Planning, and Assignment Process Variables

Descriptive Phrase	Code Name	Item Number(s)[a]	Issue
Outcomes			
Career continuance	wantsme	E2	Navy wants person to continue in their career
Tour satisfaction[b]	tour	C5 a-d, f	Satisfaction with current tour
Career satisfaction[b]	carsat	I2, I6, I10, I12	Satisfaction with career
Organizational satisfaction[b]	org	I4, I8, I12, I16	Satisfaction with the Navy
Commitment to 20-year career	retelig	I2	Probability of staying until retirement (1 = will leave... 8 = will stay)
Career Planning			
Advising and Modeling			
Counseled on community	coun1	F9	Counseled on how career system works for my community
Counseled on other options	coun2	F10	Counseled on opportunities outside of my community
Counseled on tickets	coun3	F18	Counseled on tickets to be punched
Counseling system need	coun4	F13	Officers need special counseling system
Need to discuss career	discuss	F6	Important to have someone available to discuss my career
Interact with seniors	interact	F7	Senior officers interact with me often
Use seniors as models	model	F8	I use senior officers as role models to make career decisions
Competitiveness	compete	E3	When completing your preference card, did you have a good idea about available billets for which you would be fully competitive?
Detailer Field Trips			
Policy clarification	field1	D14 a	Clarified career policies and practices
Career path clarification	field2	D14 b	Clarified career paths
Problem resolution	field3	D14 c	Resolved my assignment problems
Conducted openly	field4	D14 d	Conducted in an open and honest manner
Usefulness	field5	D14 e	Was a useful and beneficial meeting
Information Sources			
Commanding officer (CO)	infco	B1 a	Frequency of use (FU) of CO
Executive officer (XO)	infxo	B1 b	FU of XO
Department head	infdh	B1 c	FU of department head
Other senior community members	infsr1	B1 d	FU of other senior officers in my community
Other communities	infsr2	B1 e	Senior officers outside my community (FU)
Peers	peers	B1 f	FU of peers
Perspective	persp	B1 h	FU of *Perspective*
Navy Times	inftime	B1 l	FU of *Navy Times*
Public media	infmed	B1 m	FU of public media
Detailer	det	B1 g	Frequency of use of detailer as information source

[a]Item numbers refer to the Time2 "Aviation Officer Career Questionnaire," a portion of which is presented in Appendix B.

[b]A scale.

Assignment Process

Interaction With Detailer

Credibility[b]	cred	B1 g	Accuracy and honesty of current detailer (CD) as source of career information
Communication[b]	comm	D11 f-h, m, n	CD's communication skills
Concern[b]	concern	D11 e, i-1	CD's level of concern
Knowledge[b]	know	D11 a-d	CD's knowledge of career system
Detailer availability	detavail	B1 g	Availability of detailer as information source
Last experience	detexper	D9	How smooth/tough was reassignment process with last detailer? (reverse scored)

Interaction With Assignment System

Job-preference match[b]	prefcard	D3 a-c	Congruity of current assignment with preference card
Preference card effectiveness	prefuse	D10	How effective is preference card in interacting with detailer?
Detailer continuity	detcont	E5 a	Evaluation of continuity of detailers
Evaluation of assignments	assrec	E5 b	Evaluation of assignments received in their careers
Jobs-experience match	reflect	E4	Billets received have reflected past performance and experience
Timely orders	timely	D5	Orders not received in a time fashion (1 = not timely, 2 = timely)

[a]Item numbers refer to the Time2 "Aviation Officer Career Questionnaire," a portion of which is presented in Appendix B.

[b]A scale.

APPENDIX B

ITEMS ANALYZED FOR THE STUDY: RELEVANT PORTIONS OF TIME2 "AVIATION OFFICER CAREER QUESTIONNAIRE"

**Items Analyzed for the Study: Relevant Portions of T2
"Aviation Officer Career Questionnaire"**

Consult Appendix A to obtain the item numbers for those questions analyzed in the study. Then, use the portion of the T2 "Aviation Officer Career Questionnaire" presented in Appendix B as a reference.

AVIATION OFFICER CAREER QUESTIONNAIRE
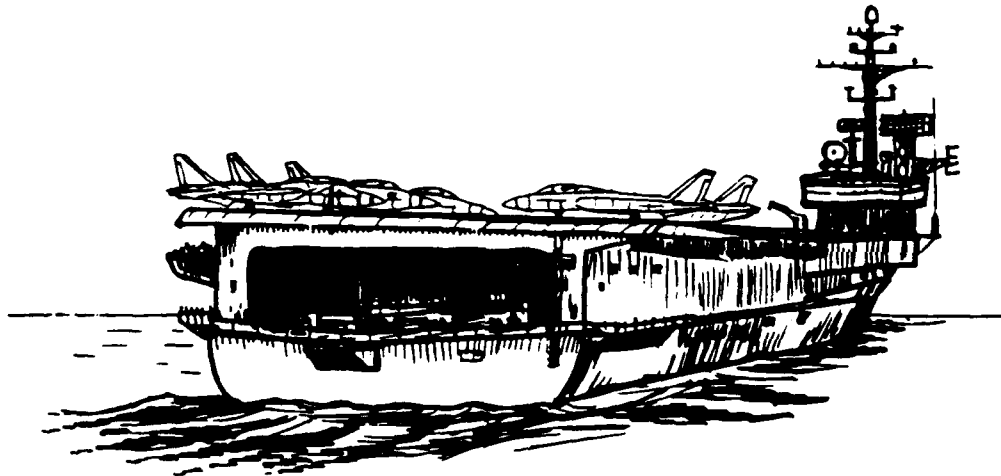
NAVY PERSONNEL
RESEARCH and DEVELOPMENT CENTER
San Diego, California 92152-6800

B. INFORMATION USE

1. In reference to your present assignment, evaluate each of the following 14 sources of information according to how much you use them, how accurate, honest, and available they are in providing you with career planning information and guidance, and how much influence each source exerts on your career decisions. Respond using the scale below.

①	②	③	④	⑤	⑥	⑦	⓪
Very Low			Moderate			Very High	Not Applicable

INFORMATION SOURCE	USE	ACCURACY	HONESTY	AVAILABILITY	INFLUENCE
a. CO/ISIC	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
b. XO	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
c. Department Head	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
d. Other senior officers in my community	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
e. Senior officers outside my community	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
f. Peers	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
g. Detailers	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
h. "Perspective"	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
i. "URL Officer Career Planning Handbook"	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
j. "Commanding Officer's Addendum"	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
k. "Officer Billet Summary" . .	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
l. Navy Times	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
m. Public media	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪
n. Publications put out only for my community	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪	①②③④⑤⑥⑦⓪

C. PRESENT ASSIGNMENT

1. My present tour is:

    ○ Sea   ○ Shore

2. When did you detach from your <u>last</u> assignment?

○ Less than 1 month ago.
○ 1 month, but less than 3 months ago.
○ 3 months, but less than 6 months ago.
○ 6 months, but less than 9 months ago.
○ 9 months, but less than 1 year ago.
○ 1 year or more ago.
○ No reassignment.

3. My PRD is:

○ Less than 1 month from now.
○ 1 month, but less than 3 months from now.
○ 3 months, but less than 6 months from now.
○ 6 months, but less than 9 months from now.
○ 9 months, but less than 1 year from now.
○ 1 year or more from now.
○ Don't know.

4. What is your evaluation of the following aspects of your present job and related duties? Mark one response for each item.

	1 Very Negative	2	3	4 Neutral	5	6	7 Very Positive
a. Challenge	①	②	③	④	⑤	⑥	⑦
b. Separation from family/friends	①	②	③	④	⑤	⑥	⑦
c. Use of skills & abilities	①	②	③	④	⑤	⑥	⑦
d. Working environment	①	②	③	④	⑤	⑥	⑦
e. Hours of work required	①	②	③	④	⑤	⑥	⑦
f. Work pressure	①	②	③	④	⑤	⑥	⑦
g. Interesting duties	①	②	③	④	⑤	⑥	⑦
h. Ability to plan and schedule activities	①	②	③	④	⑤	⑥	⑦
i. Adventure	①	②	③	④	⑤	⑥	⑦
j. Sense of accomplishment	①	②	③	④	⑤	⑥	⑦
k. Opportunity to grow professionally	①	②	③	④	⑤	⑥	⑦
l. Doing something important	①	②	③	④	⑤	⑥	⑦

5. Overall, how do you evaluate this tour in terms of:

	Highly Unfavorable	Un-favorable	Neutral	Favorable	Highly Favorable	Not Applicable
a. Squadron/Command	○	○	○	○	○	○
b. Type duties	○	○	○	○	○	○
c. Superiors	○	○	○	○	○	○
d. Immediate subordinates	○	○	○	○	○	○
e. Wardroom at sea (the SWOs)	○	○	○	○	○	○
f. Ready room/peers	○	○	○	○	○	○

1. How many months prior to your PRD to your current assignment did you submit a new preference card?

- ○ 1 to 2 months
- ○ 3 to 4 months
- ○ 5 to 6 months
- ○ 7 to 8 months
- ○ 9 to 10 months
- ○ 11 to 12 months
- ○ More than a year before PRD
- ○ None submitted

2. When I completed my most recent preference card I:

- ① Put down choices I personally wanted. regardless of how they might affect my Navy career.
- ② Put down primarily what I wanted, but tempered them a little with what I thought would help my Navy career.
- ③ Put down choices which I wanted, and I felt the Navy would want me to have, because Navy requirements and my interests are alike.
- ④ Put down choices which I thought would help my Navy career, but tempered with my personal desires.
- ⑤ Put down choices which I thought would help my Navy career even though they weren't personally desirable.
- ⑥ Did not complete one.

3. Assess the acceptability of your current assignment in comparison with what was expressed on your preference card:

	1 Very Poor	2	3	4 Neutral	5	6	7 Very Good	8 Preference Card Not Sent
a. Location	①	②	③	④	⑤	⑥	⑦	⑧
b. Type Billet	①	②	③	④	⑤	⑥	⑦	⑧
c. Type Activity	①	②	③	④	⑤	⑥	⑦	⑧

4. During my most recent transfer. I was promised one type of duty or duty station location; however, it was changed in the orders I received before I transferred.

- ○ No
- ○ Yes
- ○ No previous reassignment

5. With respect to your most recent transfer. did your detailer inform you that orders were being forwarded. but they were not received in a timely fashion?

- ○ No
- ○ Yes
- ○ No previous reassignment

6. Have you submitted a new preference card during your current assignment?

- ○ No
- ○ Yes

7. When did you begin the following activities in regard to your last reassignment? (Use the following scale to respond to items a through h].

1. Systematically throughout my tour
2. More than 14 months before my PRD
3. 11 to 14 months before my PRD
4. 7 to 10 months before my PRD
5. 3 to 6 months before my PRD
6. Within 3 months before my PRD
7. I didn't do this
8. Not applicable

	1	2	3	4	5	6	7	8
a. Contacting your detailer.	①	②	③	④	⑤	⑥	⑦	⑧
b. Specifically seeking the advice of a senior officer	①	②	③	④	⑤	⑥	⑦	⑧
c. Specifically seeking the advice of a peer	①	②	③	④	⑤	⑥	⑦	⑧
d. Discussing possible assignments with my spouse family	①	②	③	④	⑤	⑥	⑦	⑧
e. Considering choices of location.	①	②	③	④	⑤	⑥	⑦	⑧
f. Considering choices of types of billets	①	②	③	④	⑤	⑥	⑦	⑧
g. Considering choices of types of duty	①	②	③	④	⑤	⑥	⑦	⑧
h. Contacting a placement officer	①	②	③	④	⑤	⑥	⑦	⑧

8. What individual(s) did you use to intervene on your behalf to obtain the assignment you wanted during your last reassignment?

If you had no previous assignment or used no one to intervene on your behalf,

please mark here ⟶ ⬚ ◯ No previous assignment ⬚ and go to Question 9.
                  ◯ No one

	Used Individual	Did Not Use Individual
a. My CO/XO/ISIC	◯	◯
b. CO/ISIC of the billet I wanted.	◯	◯
c. A senior officer in my direct chain of command from my previous assignment	◯	◯
d. A senior officer from the command of my desired assignment	◯	◯
e. A senior officer from my command but not in the chain of command of either assignment	◯	◯
f. A senior officer from outside my community.	◯	◯
g. Other	◯	◯

9. Which one of the following statements best describes your experience in obtaining your current assignment?

- ◉ Haven't been through reassignment.
- ◉ Tended to run smoothly—my detailer located an acceptable billet relatively quickly.
- ② Tended to run smoothly, but there was a certain amount of uncertainty and discussion with my detailer along the way.
- ③ Tended to be a very difficult, unhappy experience. However, I eventually received a satisfactory or acceptable assignment.
- ◉ Tended to be a completely frustrating situation. No amount of effort on my part or by others was successful in influencing the system.

10. How effective do you feel each of the following methods are for interacting with your detailer?

	Very Ineffective	Ineffective	So-So	Effective	Very Effective
a. Preference Card.	◯	◯	◯	◯	◯
b. Letter	◯	◯	◯	◯	◯
c. Telephone	◯	◯	◯	◯	◯
d. Personal visit	◯	◯	◯	◯	◯
e. Detailer field trip	◯	◯	◯	◯	◯

11. If you have formed an opinion of your current detailer. evaluate your detailer in the below areas. If not. please evaluate your former detailer.

	1 Very Negative	2	3	4 Neutral	5	6	7 Very Positive	8 Don't Know
a. Knowledge of current policy trends.	①	②	③	④	⑤	⑥	⑦	⑧
b. Knowledge of which billets are available.	①	②	③	④	⑤	⑥	⑦	⑧
c. Knowledge of requirements and duties of available billets.	①	②	③	④	⑤	⑥	⑦	⑧
d. Knowledge of my career development needs.	①	②	③	④	⑤	⑥	⑦	⑧
e. Knowledge of my personal desires.	①	②	③	④	⑤	⑥	⑦	⑧
f. Returns telephone calls.	①	②	③	④	⑤	⑥	⑦	⑧
g. Shares information.	①	②	③	④	⑤	⑥	⑦	⑧
h. Knowledgeable of previous communications. . .	①	②	③	④	⑤	⑥	⑦	⑧
i. What (s)he says can be trusted.	①	②	③	④	⑤	⑥	⑦	⑧
j. Looks out for my best interests.	①	②	③	④	⑤	⑥	⑦	⑧
k. Listens to my problems. desires, needs. etc.	①	②	③	④	⑤	⑥	⑦	⑧
l. Provides useful career counseling.	①	②	③	④	⑤	⑥	⑦	⑧
m. Responds to correspondence.	①	②	③	④	⑤	⑥	⑦	⑧
n. Availability.	①	②	③	④	⑤	⑥	⑦	⑧
o. Provides useful career counseling on "tickets to be punched".	①	②	③	④	⑤	⑥	⑦	⑧
p. Provides useful career counseling on "right contacts" to make.	①	②	③	④	⑤	⑥	⑦	⑧

12. Which detailer did you evaluate?

    ○ Current detailer   ○ Former detailer

13. How many times have you spoken to your current detailer?

    ○ 0   ○ 2   ○ 4   ○ 6
    ○ 1   ○ 3   ○ 5   ○ 7 or more times

14. If you have attended a detailer field trip meeting in the last two years. to what extent:

	1 Very Little	2	3	4 Some	5	6	7 Very Great	8 Not Attended
a. Did it provide clarification of assignment policies and practices?	①	②	③	④	⑤	⑥	⑦	⑧
b. Did it give you an appreciation of officer career paths and alternatives?	①	②	③	④	⑤	⑥	⑦	⑧
c. Did it resolve some assignment problems you had?	①	②	③	④	⑤	⑥	⑦	⑧
d. Was it conducted in an open and honest manner?	①	②	③	④	⑤	⑥	⑦	⑧
e. Was it a useful and beneficial meeting?	①	②	③	④	⑤	⑥	⑦	⑧

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15. I cannot depend upon the detailing system to find a job that I want.

Strongly Disagree			Neutral			Strongly Agree
①	②	③	④	⑤	⑥	⑦

16. Please indicate your degree of agreement with the below statements. Use the provided scale in answering the statements about the detailer who assigned you to your current command.

	1 Strongly Disagree	2	3	4 Neutral	5	6	7 Strongly Agree	8 Not Assigned
a. I was favorably impressed with the way my detailer handled our interactions..	①	②	③	④	⑤	⑥	⑦	⑧
b. My detailer tended to have a closed mind, and thus I could not influence him/her.	①	②	③	④	⑤	⑥	⑦	⑧
c. My detailer made a sincere effort to meet my needs or to explain why he/she couldn't. . . .	①	②	③	④	⑤	⑥	⑦	⑧
d. The detailer located for me the best billet that he/she could, given the circumstances.	①	②	③	④	⑤	⑥	⑦	⑧

17. If you were disappointed with the assignment you received, indicate your degree of agreement with the below statements. If you were not disappointed, please mark here ──────▶ ○ and go to the next page.

	1 Strongly Disagree	2	3	4 Neutral	5	6	7 Strongly Agree	8 Not Assigned
a. My detailer conveyed the news of my new assignment in a callous fashion.	①	②	③	④	⑤	⑥	⑦	⑧
b. My detailer attempted to explain why the assignment was made.	①	②	③	④	⑤	⑥	⑦	⑧

1. How many more years do you plan to remain on active duty?

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑

2. Do you feel that the Navy wants you to continue your career as an active duty naval officer?

Definitely Not			Don't Know			Definitely Does
①	②	③	④	⑤	⑥	⑦

3. When you are (or "should be") completing your Officer Preference Card, do you have a good idea of available billets for which you would be fully competitive?

Definitely Do Not			Somewhat			Definitely Do
①	②	③	④	⑤	⑥	⑦

4. Do you feel the billets you have received reflected your experience and past performance?

Definitely Do Not			Somewhat			Definitely Do
①	②	③	④	⑤	⑥	⑦

5. What is your evaluation of the following aspects of a Navy career?

	1 Very Negative	2	3	4 Neutral	5	6	7 Very Positive
a. Continuity of detailers.	①	②	③	④	⑤	⑥	⑦
b. Assignments received.	①	②	③	④	⑤	⑥	⑦
c. Change of assignments at 2-3 year intervals	①	②	③	④	⑤	⑥	⑦
d. Possibility of change of geographic location with assignment changes	①	②	③	④	⑤	⑥	⑦
e. Sea duty.	①	②	③	④	⑤	⑥	⑦
f. Shore duty.	①	②	③	④	⑤	⑥	⑦
g. Overseas assignments, accompanied.	①	②	③	④	⑤	⑥	⑦
h. Overseas assignments, unaccompanied	①	②	③	④	⑤	⑥	⑦
i. Commissary and exchange benefits	①	②	③	④	⑤	⑥	⑦

6. If you were to seek civilian employment, how prepared are you to do so?

Essentially Unprepared			Neither Prepared nor Unprepared			Essentially Prepared
①	②	③	④	⑤	⑥	⑦

7. Please indicate the relative opportunity of obtaining each of the following characteristics in the Navy versus your expectations of obtaining them in a civilian career if you left the Navy.

	Civilian				Navy		
	Substantially Better	Much Better	Better	Comparable	Better	Much Better	Substantially Better
a. Interesting and challenging work	O	O	O	O	O	O	O
b. Ability to plan work	O	O	O	O	O	O	O
c. Work hours	O	O	O	O	O	O	O
d. Minimal work stress	O	O	O	O	O	O	O
e. Freedom from hassle	O	O	O	O	O	O	O
f. Own initiative	O	O	O	O	O	O	O
g. Pay and allowances	O	O	O	O	O	O	O
h. Health benefits/care	O	O	O	O	O	O	O
i. Job security	O	O	O	O	O	O	O
j. Family stability	O	O	O	O	O	O	O
k. Desirable place to live	O	O	O	O	O	O	O
l. Desirable co-workers	O	O	O	O	O	O	O
m. Recognition	O	O	O	O	O	O	O
n. Responsibility	O	O	O	O	O	O	O
o. Chance for spouse to develop own interests	O	O	O	O	O	O	O
p. Quality of superiors	O	O	O	O	O	O	O
q. Retirement program	O	O	O	O	O	O	O
r. Variety of assignments	O	O	O	O	O	O	O
s. Educational opportunities	O	O	O	O	O	O	O
t. Promotional opportunities	O	O	O	O	O	O	O
u. Social relationships	O	O	O	O	O	O	O
v. Amount of crisis management	O	O	O	O	O	O	O

8. Indicate what your decision was, if one has been made, for the following career options.

I have decided to:

	No	Undecided	Yes
a. Obtain a master's degree	O	O	O
b. Request PG School	O	O	O
c. Make the Navy a career	O	O	O
d. Qualify for a different aircraft	O	O	O
e. Seek a designator change from aviation	O	O	O
f. Obtain a proven subspecialty	O	O	O
g. Remain geographically stable	O	O	O
h. Request Staff or War College	O	O	O
i. Accept a Washington headquarters staff assignment	O	O	O
j. Strive for operational squadron command	O	O	O
k. Prepare for a career outside the Navy	O	O	O
l. Remain in the Navy beyond eligible retirement date	O	O	O
m. Strive for CAPT	O	O	O
n. Strive for flag rank	O	O	O
o. Seek a designator change to Material Professional	O	O	O

F. CAREER MANAGEMENT

1. On the scale below, check the statement which most applies to you.

- ☺ I am an aviator
- ☺ I am primarily an aviator and secondarily a Navy officer
- ☺ I am an equal balance of both
- ☺ I am primarily a Navy officer and secondarily an aviator
- ☺ I am a Navy officer

Using your warfare specialty as your community (VAL. HM. etc.) please respond to the below items.

	1 Strongly Disagree	2	3	4 Uncertain	5	6	7 Strongly Agree
2. My specialty community (VAL, VF, etc.), has some programs to help me with my career which are different from other Navy aviation communities.	①	②	③	④	⑤	⑥	⑦
3. My specialty community has a higher rate of promotion for senior officers than other aviation communities.	①	②	③	④	⑤	⑥	⑦
4. My community (aviation) tries to take care of its own in regards to promotions.	①	②	③	④	⑤	⑥	⑦
5. Officers in other aviation specialty communities get the billets which contribute most to their Navy careers.	①	②	③	④	⑤	⑥	⑦
6. It is important to have someone available with whom I am comfortable and trust to discuss my career.	①	②	③	④	⑤	⑥	⑦
7. My senior officers interact with me frequently.	①	②	③	④	⑤	⑥	⑦
8. I use senior officers as role models when I make career decisions.	①	②	③	④	⑤	⑥	⑦
9. I have been counseled on how the Navy's career system works for members of my community.	①	②	③	④	⑤	⑥	⑦
10. I have been counseled on the Navy career opportunities outside of my community.	①	②	③	④	⑤	⑥	⑦
11. I have been counseled on the timing and proper career progression which will help me reach my career goals in the Navy.	①	②	③	④	⑤	⑥	⑦
12. I have had good counsel on the Navy's norms and values for officers.	①	②	③	④	⑤	⑥	⑦
13. Officers need a special career counseling system for them.	①	②	③	④	⑤	⑥	⑦
14. Visibility is very important at this stage in my Navy career.	①	②	③	④	⑤	⑥	⑦
15. It is almost essential for me to be sponsored by someone senior if I want to advance in the Navy.	①	②	③	④	⑤	⑥	⑦
16. My community uses an "old boy" (informal) network to keep tabs on officers for best assignments.	①	②	③	④	⑤	⑥	⑦
17. I have been counseled on the "blind alleys" which might kill my Navy career.	①	②	③	④	⑤	⑥	⑦
18. I have been counseled on the "tickets" which have to be punched so that I can reach my career goals in the Navy.	①	②	③	④	⑤	⑥	⑦
19. I have a close, personal relationship with a considerably more senior officer who serves as mentor for my career.	①	②	③	④	⑤	⑥	⑦

20. In comparison with other communities, officers in my community make flag rank:

Very Infrequently			At the same rate			Very Frequently
①	②	③	④	⑤	⑥	⑦

21. Rate the importance of each of the following, within your community, for making flag rank.

	Of No Importance	Of Little Importance	Of Moderate Importance	Of Considerable Importance	Of Utmost Importance
a. High specialization	O	O	O	O	O
b. Generalist (not over specialized)	O	O	O	O	O
c. Superb performance	O	O	O	O	O
d. Have right contacts	O	O	O	O	O
e. Have punched the right tickets	O	O	O	O	O

22. How attractive would a designator change be...

	Very Unattractive	Unattractive	Neither Attractive Nor Unattractive	Attractive	Very Attractive
a. if it would allow you to remain in the cockpit, or next to your present airplane, for a full career (including opportunity for promotion to 0-6)?	O	O	O	O	O
b. if you were guaranteed to be in the cockpit for a full career, regardless of the type of plane or mission you would be involved with?	O	O	O	O	O
c. if you were expected to maintain a standard sea/shore tour rotation pattern with the change specified in item b?	O	O	O	O	O
d. if it included division officer and department head duties but did not include any opportunity to command a squadron?	O	O	O	O	O

I. CAREER ATTITUDES

1. <u>Career Intention</u>: The following item concerns the intensity of your desire to continue your career as a Navy officer at least until you are eligible for retirement. Areas on the scale are described, both verbally and in terms of probability, to provide meaningful reference points. Check the response which most closely represents your current level of commitment.

How certain are you that you will continue an active Navy career at least until you are eligible for retirement?

○ 99.9-100% I am <u>virtually certain</u> that I will not leave the Navy voluntarily prior to becoming eligible for retirement.

○ 90.0-99.8% I am <u>almost certain</u> I will continue my military career if possible.

○ 75.0-89.9% I am <u>confident</u> that I will continue my Navy career until I can retire.

○ 50.0-74.9% I <u>probably will remain</u> in the Navy until I am eligible for retirement.

○ 25.0-49.9% I <u>probably will not continue</u> in the Navy until I am eligible for retirement.

○ 10.0-24.9% I am <u>confident</u> that I will not continue my Navy career until I can retire.

○ 0.2-9.9% I am <u>almost certain</u> that I will leave the Navy as soon as possible.

○ 0-0.1% I am <u>virtually certain</u> that I will not voluntarily continue in the Navy until I am eligible for retirement.

	1 Strongly Disagree	2	3	4 Neither Agree nor Disagree	5	6	7 Strongly Agree
2. The more I think about it, the more I feel I made a bad move in entering my career.	①	②	③	④	⑤	⑥	⑦
3. I am very satisfied with my occupation.	①	②	③	④	⑤	⑥	⑦
4. I talk up the Navy to my friends as a great organization to work for.	①	②	③	④	⑤	⑥	⑦
5. I am fortunate to be located where I am.	①	②	③	④	⑤	⑥	⑦
6. I thoroughly enjoy my career.	①	②	③	④	⑤	⑥	⑦
7. I thoroughly enjoy my field of work.	①	②	③	④	⑤	⑥	⑦
8. I am proud to tell others that I am part of the Navy.	①	②	③	④	⑤	⑥	⑦
9. I thoroughly enjoy my location.	①	②	③	④	⑤	⑥	⑦
10. I take great pride in my career.	①	②	③	④	⑤	⑥	⑦
11. I would feel happier with a different occupation.	①	②	③	④	⑤	⑥	⑦
12. I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined.	①	②	③	④	⑤	⑥	⑦
13. I am very satisfied with my present location.	①	②	③	④	⑤	⑥	⑦
14. I feel very good about my career.	①	②	③	④	⑤	⑥	⑦
15. I definitely feel that I am in the right field of work.	①	②	③	④	⑤	⑥	⑦
16. For me this is the best of all possible organizations for which to work.	①	②	③	④	⑤	⑥	⑦
17. I would be more satisfied in a different location.	①	②	③	④	⑤	⑥	⑦
18. I definitely feel that I am in the wrong career.	①	②	③	④	⑤	⑥	⑦
19. I am very sorry I chose my occupation.	①	②	③	④	⑤	⑥	⑦
20. I take a positive attitude toward myself.	①	②	③	④	⑤	⑥	⑦
21. I have a definite plan for my career.	①	②	③	④	⑤	⑥	⑦
22. I have a strategy for achieving my career goals.	①	②	③	④	⑤	⑥	⑦
23. On the whole, I am satisfied with myself.	①	②	③	④	⑤	⑥	⑦
24. Compared to other areas of my life, my chosen career is <u>not</u> very important to me.	①	②	③	④	⑤	⑥	⑦

APPENDIX C

**MEANS AND STANDARD DEVIATIONS FOR CAREER PLANNING AND
REASSIGNMENT VARIABLES**

Table C-1

Career Planning Variables (Advising/Modeling and Field Trips)

	Community							
	Pilots		NFOs		SWOs		GenURLs	
	T1	T2	T1	T2	T1	T2	T1	T2
Variables	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Career Advising and Modeling								
Counseled on community	4.8(1.7)	4.6 (1.5)	4.6 (1.7)	4.5 (1.6)	4.8 (1.8)	4.6 (1.6)	*3.2 (1.9)	3.7 (1.6)
Counseled on other options	3.6 (1.7)	3.4 (1.6)	3.4 (1.7)	3.3 (1.6)	3.0 (1.7)	3.1 (1.6)	3.6 (2.0)	3.3 (1.7)
Counseled on tickets	4.9 (1.6)	4.8 (1.5)	4.8 (1.6)	4.6 (1.6)	4.7 (1.7)	4.7 (1.5)	4.4 (1.9)	4.3 (1.9)
Counseling system need	5.2 (1.7)	4.9 (1.5)	5.3 (1.6)	5.1 (1.6)	5.2 (1.8)	5.1 (1.6)	5.8 (1.5)	5.6 (1.4)
Need to discuss career	5.7 (1.3)	5.7 (1.2)	5.8 (1.3)	5.7 (1.1)	5.5 (1.2)	5.6 (1.3)	6.1 (1.3)	6.2 (1.0)
Interact with seniors	5.1 (1.5)	4.8 (1.5)	5.0 (1.6)	4.9 (1.4)	4.6 (1.8)	4.7 (1.6)	4.7 (1.8)	4.9 (1.8)
Use seniors as models	4.8 (1.6)	4.7 (1.5)	4.6 (1.6)	4.9 (1.4)	4.4 (1.9)	4.6 (1.6)	4.2 (1.8)	4.4 (1.6)
Competitiveness	4.5 (1.8)	4.5 (1.7)	4.3 (1.8)	4.3 (1.8)	4.3 (1.9)	4.3 (1.8)	3.7 (1.8)	3.9 (1.8)
Detailer Field Trips								
Policy clarification	*5.1 (1.4)	4.8 (1.5)	4.8 (1.5)	4.7 (1.6)	4.8 (1.5)	4.7 (1.6)	4.9 (1.5)	5.1 (1.7)
Career path clarification	*4.9 (1.4)	4.6 (1.5)	4.7 (1.5)	4.5 (1.6)	4.5 (1.6)	4.6 (1.6)	*4.3 (1.6)	5.0 (1.7)
Problem Resolution	*3.6 (1.8)	3.2 (1.9)	*3.5 (1.9)	3.2 (1.8)	3.4 (1.8)	3.1 (1.8)	3.5 (2.0)	3.6 (2.1)
Conducted openly	*5.4 (1.4)	5.0 (1.6)	5.2 (1.5)	5.0 (1.6)	5.2 (1.5)	5.0 (1.7)	5.6 (1.3)	5.7 (1.5)
Usefulness	*5.0 (1.5)	4.5 (1.8)	*4.9 (1.7)	4.6 (1.8)	4.6 (1.7)	4.5 (1.9)	4.9 (1.7)	5.1 (1.9)

Notes.
1. NFO = Naval flight officers, SWOs = Surface warfare officers, GenURL = General unrestricted line officers, T1 = Time1 (FY82), T2 = Time 2 (FY86-FY87).
   M = Mean, SD = Standard deviation.
2. The number of individuals (ns) respectively were: Pilots (T1 = 564-1,066, T2 = 1,017-2,099), NFOs (T1 = 286-685, T2 = 557-1,336), SWOs (T1 = 547-881, T2 = 1,255-2,414), GenURLs (T1 = 162-440, T2 = 469-1,152).
*The difference between the T1 and T2 means was significant at the .01 level and was practically significant (difference of at least .3). Some of the differences in the table are .3, but have no asterisk beside them, because the difference was .3 only when rounded off, not when it was computed for two decimal places. T-test results are presented more fully in Appendix D.

C-1

Table C-2

Career Planning Variables (Usefulness of Information Sources) by Officer Community and Time

	Community							
	Pilots		NFOs		SWOs		GenURLs	
	T1	T2	T1	T2	T1	T2	T1	T2
Information Source[a]	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Commanding Officer	4.1 (2.0)	4.0 (1.9)	3.9 (2.0)	3.8 (2.0)	*3.8 (2.1)	4.1 (2.0)	3.2 (2.1)	3.3 (2.1)
Executive Officer[b]	4.0 (2.0)	4.0 (1.9)	4.0 (2.0)	4.0 (1.9)	*3.8 (2.0)	4.2 (1.9)	*3.3 (2.1)	3.7 (2.1)
Department Head[b]	4.4 (1.8)	4.5 (1.7)	4.4 (1.9)	4.6 (1.8)	*4.5 (1.9)	4.9 (1.8)	4.2 (2.0)	4.5 (2.1)
Senior Officers								
Inside community	4.4 (1.8)	4.4 (1.8)	4.4 (1.8)	4.6 (1.7)	*3.8 (2.0)	4.2 (1.8)	*3.6 (2.1)	4.1 (2.0)
Outside community	2.9 (1.9)	2.7 (1.7)	2.6 (1.7)	2.9 (1.8)	2.7 (1.9)	2.7 (1.8)	3.7 (2.1)	3.7 (2.0)
Peers	4.7 (1.7)	4.9 (1.6)	4.8 (1.6)	4.9 (1.5)	*4.3 (1.8)	4.7 (1.7)	4.4 (1.7)	4.6 (1.8)
Detailer	*3.7 (1.9)	3.2 (1.8)	*3.6 (1.9)	3.3 (1.8)	3.7 (1.9)	3.5 (1.9)	4.0 (1.9)	4.0 (1.9)
Perspective	*3.6 (1.9)	4.0 (1.8)	4.0 (1.8)	4.1 (1.7)	4.0 (1.8)	4.3 (1.8)	*4.6 (1.8)	4.9 (1.8)
Navy Times	*3.0 (1.9)	3.4 (1.9)	3.2 (2.0)	3.4 (1.9)	*3.0 (1.9)	3.4 (1.9)	*3.3 (1.9)	3.6 (2.0)
Public Media	2.5 (1.9)	2.7 (1.9)	2.5 (1.9)	2.6 (1.8)	2.5 (1.9)	2.6 (1.9)	2.5 (1.7)	2.6 (1.9)

Notes.

1. NFO = Naval flight officers, SWOs = Surface warfare officers, GenURL = General unrestricted line officers, T1 = Time1 (FY82), T2 = Time 2 (FY86-FY87), M = Mean, SD = Standard deviation.

2. The number of individuals (ns) respectively were: Pilots (T1 = 501-982, T2 = 1,113-2,088), NFOs (T1 = 335-603, T2 = 741-1,290), SWOs (T1 = 249-753, T2 = 763-2,311), GenURLs (T1 = 152-381, T2 = 418-1,085).

[a] The response scale for all information sources was a 7-point continuum, ranging from 1 ("very low" usage) to 4 ("moderate" usage) to 7 ("very high" usage).

[b] Ensigns and lieutenant junior grade officers (LTJGs) for SWOs and GenURLs; LTJGs and lieutenants for pilots and NFOs.

* The difference between the T1 and T2 means was significant at the .01 level and was practically significant (difference of at least .3). Some of the differences in the table are .3, but have no asterisk beside them, because the difference was .3 only when rounded off, not when it was computed for two decimal places. T-test results are presented more fully in Appendix D.

Table C-3

Assignment Process (Detailer Interaction and Assignment System) by Officer Community and Time

	Community							
	Pilots		NFOs		SWOs		GenURLs	
	T1	T2	T1	T2	T1	T2	T1	T2
Variables	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Detailer Interaction								
Communication	*4.8 (1.4)	4.4 (1.4)	4.6 (1.5)	4.5 (1.5)	4.6 (1.5)	4.4 (1.6)	*4.8 (1.5)	5.2 (1.5)
Concern	*4.7 (1.5)	4.3 (1.5)	4.5 (1.5)	4.3 (1.6)	4.7 (1.5)	4.4 (1.6)	*4.7 (1.6)	5.1 (1.6)
Knowledge	5.4 (1.2)	5.1 (1.4)	5.1 (1.3)	5.0 (1.4)	5.3 (1.2)	5.1 (1.3)	*4.7 (1.4)	5.3 (1.5)
Credibility	*4.7 (1.5)	3.7 (1.6)	*4.4 (1.5)	3.8 (1.7)	*4.7 (1.6)	4.0 (1.7)	4.6 (1.6)	4.5 (1.8)
Availability	*4.0 (1.7)	3.0 (1.6)	*3.8 (1.7)	3.1 (1.7)	*4.2 (1.7)	3.5 (1.8)	*4.3 (1.7)	3.8 (1.8)
Last experience[a]	3.1 (1.0)	2.9 (1.0)	3.0 (1.0)	2.8 (1.0)	3.7 (1.4)	3.6 (1.3)	3.7 (1.3)	3.5 (1.3)
Assignment System								
Job-preference match	5.7 (1.6)	5.6 (1.7)	5.4 (1.7)	5.6 (1.6)	5.4 (1.6)	5.5 (1.6)	5.3 (1.5)	5.2 (1.7)
Evaluation of assignments	5.3 (1.5)	5.0 (1.5)	5.2 (1.5)	5.1 (1.4)	5.1 (1.6)	4.9 (1.5)	5.2 (1.5)	4.9 (1.6)
Detailer continuity	4.0 (1.3)	3.8 (1.2)	3.8 (1.3)	3.7 (1.3)	3.7 (1.4)	3.6 (1.4)	3.8 (1.6)	3.8 (1.4)
Job-experience match	5.2 (1.6)	5.1 (1.6)	5.0 (1.7)	5.1 (1.6)	4.9 (1.9)	4.9 (1.7)	4.4 (1.8)	4.4 (1.8)
Preference card effectiveness	3.3 (1.1)	3.2 (1.0)	3.2 (1.1)	3.2 (1.0)	3.3 (1.1)	3.3 (1.0)	3.3 (1.1)	3.4 (1.0)
Timely orders[b]	1.66 (.5)	1.74 (.5)	*1.65 (.48)	1.75 (.43)	1.71 (.46)	1.75 (.43)	*1.58 (.49)	1.79 (.41)

Notes.

1. NFO = Naval flight officers, SWOs = Surface warfare officers, GenURL = General unrestricted line officers, T1 = Time1 (FY82), T2 = Time 2 (FY86-FY87), M = Mean, SD = Standard deviation.

2. The number of individuals (ns) respectively were: Pilots (T1 = 564-1,066, T2 = 1,017-2,099), NFOs (T1 = 286-685, T2 = 557-1,336), SWOs (T1 = 547-881, T2 = 1,255-2,414), GenURLs (T1 = 162-440, T2 = 469-1,152).

*The difference between means for pilots and NFOs was statistically significant (p < .01). However, it was not practically significant (i.e., correlations of T1 and T2 response distributions were less than .20).

[b]Differences for two communities (NFOs, GenURLS) were statistically significant (p < .01) and practically significant. That is, at least 10 percent more individuals at T2 than at T1 selected "yes" (i.e., their orders were timely [NFOs, 74.8% vs. 64.7%; GenURLs, 74.3% vs. 58.4%]).

*The difference between the T1 and T2 means was significant at the .01 level and was practically significant (difference of at least .3). Some of the differences in the table are .3, but have no asterisk beside them, because the difference was .3 only when rounded off, not when it was computed for two decimal places. T-test results are presented more fully in Appendix D.

APPENDIX D

PERCEPTUAL CHANGES FROM TIME1 TO TIME2: SIGNIFICANT T-TEST RESULTS

Table D-1

Perceptual Changes of *Pilots* From Time1 to Time2

Area	Number	Mean	Standard Deviation	*t* value[a]
Career Planning				
Detailer Field Trips				
Policy clarification				
Time1	686	5.1	1.4	5.0
Time2	1,024	4.8	1.5	
Career path clarification				
Time1	690	4.9	1.4	4.1
Time2	1,024	4.6	1.5	
Problem resolution				
Time1	564	3.6	1.8	4.0
Time2	1,017	3.2	1.9	
Conducted openly				
Time1	688	5.4	1.4	4.9
Time2	1,023	5.0	1.6	
Usefulness				
Time1	690	5.0	1.5	6.2
Time2	1,024	4.5	1.8	
Information Sources				
Perspective				
Time1	841	3.6	1.9	-5.1
Time2	1,979	4.0	1.8	
Detailer				
Time1	902	3.7	1.9	7.5
Time2	1,999	3.2	1.8	
Navy Times				
Time1	788	3.0	1.9	-4.6
Time2	1,942	3.4	1.9	
Assignment Process				
Interaction With Detailer				
Credibility				
Time1	867	4.7	1.5	15.1
Time2	1,888	3.7	1.7	
Communication				
Time1	636	4.8	1.4	4.9
Time2	693	4.4	1.4	
Concern				
Time1	686	4.7	1.5	4.6
Time2	747	4.3	1.6	
Detailer availability				
Time1	874	4.0	1.7	15.8
Time2	1,952	3.0		

[a]All *t* values were significant at the .01 level or less.

Table D-2

Perceptual Changes of *Naval Flight Officers* Between Time1 and Time2

Area	Number	Mean	Standard Deviation	t value[a]
Career Planning				
Detailer Field Trips				
Problem resolution				
Time1	286	3.5	1.9	2.6
Time2	557	3.2	1.8	
Usefulness				
Time1	353	4.9	1.7	2.8
Time2	560	4.6	1.8	
Information Sources				
Detailer				
Time1	530	3.6	1.9	3.2
Time2	1,212	3.3	1.8	
Assignment Process				
Interaction With Detailer				
Credibility				
Time1	495	4.4	1.5	7.3
Time2	1,131	3.8	1.7	
Availability				
Time1	494	3.8	1.7	7.7
Time2	1,194	3.1	1.7	
Interaction With Assignment System				
Timely orders				
Time1	448	1.65	.5	-3.8
Time2	1,102	1.75	.4	

[a]All *t* values were significant at the .01 level or less.

Table D-3

Perceptual Changes of *Surface Warfare Officers* Between Time1 and Time2

Area	Number	Mean	Standard Deviation	t value[a]
Career Planning				
Information Sources				
Commanding officer				
Time1	712	3.8	2.1	-4.0
Time2	2,279	4.1	2.0	
Executive officer				
Time1	617	3.8	2.0	-4.3
Time2	1,859	4.2	2.0	
Department head[b]				
Time1	249	4.5	1.9	-2.6
Time2	763	4.9	1.8	
Other senior community members				
Time1	684	3.8	2.0	-4.7
Time2	2,162	4.2	1.9	
Peers				
Time1	720	4.3	1.8	-4.9
Time2	2,311	4.7	1.7	
Navy Times				
Time1	621	3.0	1.9	-4.4
Time2	2,188	3.4	1.9	
Assignment Process				
Interaction With Detailer				
Credibility				
Time1	704	4.7	1.6	9.7
Time2	2,170	4.0	1.7	
Availability				
Time1	708	4.2	1.7	10.0
Time2	2,246	3.5	1.8	

[a]All *t* values were significant at the .001 level except Information sources: Department head (.01).
[b]Ensigns and lieutenant junior grade officers only.

Table D-4

Perceptual Changes of *General Unrestricted Line Officers* Between Time1 and Time2

Area	Number	Mean	Standard Deviation	t value[a]
Career Planning				
Advising and Modeling				
Counseled on community				
Time1	434	3.2	1.9	-4.6
Time2	1,146	3.7	1.7	
Detailer Field Trips				
Career path clarification				
Time1	199	4.3	1.6	-4.8
Time2	479	5.0	1.7	
Information Sources				
Executive officer				
Time1	320	3.3	2.1	-3.1
Time2	895	3.7	2.1	
Other Senior Community Members				
Time1	318	3.6	2.1	-4.0
Time2	999	4.1	2.0	
Perspective				
Time1	365	4.6	1.8	-2.9
Time2	1,085	4.9	1.8	
Navy Times				
Time1	335	3.3	1.9	-2.8
Time2	1,051	3.6	2.0	
Assignment Process				
Interaction With Detailer				
Communication				
Time1	285	4.8	1.5	-4.1
Time2	692	5.2	1.5	
Concern				
Time1	296	4.7	1.6	-3.3
Time2	719	5.1	1.6	
Knowledge				
Time1	250	4.7	1.4	-5.5
Time2	688	5.3	1.5	
Availability				
Time1	361	4.3	1.7	4.5
Time2	1,067	3.8	1.8	
Interaction With Assignment System				
Timely orders				
Time1	281	1.58	.5	-6.2
Time2	942	1.79	.5	

[a] All *t* values were significant at the .01 level or less.

APPENDIX E

CORRELATIONS FOR THE TOTAL SAMPLE

Table E-1

Correlations Between Outcome Variables and Career Planning (CP) and Assignment Process (AP) Variables for the Total Sample at Time1 (FY82)

CP and AP Variables	Outcome Variables				
	wantsme	tour	carsat	org	retelig
Career Planning					
Advising and Modeling					
coun1	.29**	.19**	.14**	.13**	.11**
coun2	.14**	.15**	.13**	.13**	.09**
coun3	.30**	.24**	.24**	.26**	.15**
coun4	-.08**	-.01	-.01	.05*	-.01
discuss	.02	.04	.06**	.10**	-.04*
interact	.27**	.32**	.28**	.27**	.15**
model	.22**	.27**	.25**	.31**	.16**
compete	.20**	.18**	.19**	.14**	.13**
Detailer Field Trips					
field1	.20**	.11**	.12**	.15**	.06*
field2	.20**	.13**	.14**	.17**	.09**
field3	.18**	.10**	.13**	.17**	.08**
filed4	.17**	.14**	.15**	.21**	.05
field5	.22**	.18**	.19**	.23**	.11**
Information Sources					
infco	.21**	.31**	.23**	.18**	.15**
infxo	.19**	.28**	.23**	.19**	.12**
infdh	.19**	.22**	.17**	.14**	.03
infsr1	.20**	.19**	.25**	.22**	.16**
infsr2	.01	.04	.10**	.14**	.09**
peers	.10**	.08**	.01	-.00	-.11**
persp	.01	-.02	.06*	.12**	.06*
inftime	-.05	.08	.07**	.13**	.12**
infmed	-.01	.04	.01	.02	-.07*
det	.09**	.10**	.17**	.17**	.20**
Assignment Process					
Interaction With Detailer					
cred	.23**	.21**	.19**	.23**	.12**
comm	.19**	.19**	.20**	.25**	.16**
concern	.26**	.24**	.23**	.29**	.16**
know	.30**	.23**	.23**	.25**	.17**
detavail	.14**	.14**	.21**	.21**	.19**
detexper	.18**	.20**	.14**	.14**	.09**
Interaction With System					
prefcard	.26**	.30**	.24**	.17**	.10**
prefuse	.25**	.19**	.15**	.20**	.04
detcont	.16**	.16**	.15**	.17**	.08**
assrec	.31**	.31**	.36**	.37**	.27**
reflect	.37**	.30**	.33**	.28**	.21**
timely	.07*	.05	.01	.04	.00

Notes.

1. Number of individuals ranged from 1,517 to 3,127.

2. wantsme = career continuance, tour = tour satisfaction, carsat = career satisfaction, org = organizational satisfaction, retelig = degree of commitment to 20-year career, coun1 = counseled on community, coun2 = counseled on other options, coun3 = counseled on tickets, coun4 = counseling system need, discuss = need to discuss career, interact = interact with seniors, model = use seniors as models, compete = competitiveness, field1 = policy clarification, field2 = career path clarification, field3 = problem resolution, field4 = conducted openly, field 5 = usefulness, infco = commanding officer, infxo = executive officer, infdh = department head, infsr1 = other senior community members, infsr2 = other communities, peers = peers, persp = *Perspective*, inftime = *Navy Times*, infmed = public media, det = detailer, cred = credibility, comm = communication, concern = concern, know = knowledge, detavail = detailer availability, detexper = last reassignment experience, prefcard = job-preference match, prefuse = preference card effectiveness, detcont = detailer continuity, assrec = evaluation of assignments, reflect = jobs-experiences match, timely = timely orders.

*$p < .01$.

**$p < .001$.

Correlations between Outcome Variables and Career Planning (CP) and Assignment Process (AP) Variables for the Total Sample at Time2 (FY86-FY87)

	Outcome Variables				
CP and AP Variables	wantsme	tour	carsat	org	retelig
Career Planning					
Advising and Modeling					
coun1	.23**	.21**	.18**	.18**	.11**
coun2	.14**	.13**	.15**	.15**	.07**
coun3	.25**	.21**	.22**	.24**	.08**
coun4	-.07**	-.07**	-.02	.00	.00
discuss	.03*	.02	.06**	.10**	-.01
interact	.25**	.30**	.26**	.26**	.10**
model	.25**	.25**	.28**	.31**	.15**
compete	.29**	.19**	.23**	.22**	.15**
Detailer Field Trips					
field1	.20**	.15**	.16**	.19**	.05*
field2	.24**	.16**	.22**	.25**	.08**
field3	.18**	.11**	.13**	.17**	.01
field4	.20**	.14**	.21**	.24**	.08**
field5	.23**	.16**	.21**	.24**	.06**
Information Sources					
infco	.22**	.29**	.21**	.21**	.13**
infxo	.19**	.24**	.18**	.19**	.12**
infdh	.16**	.20**	.13**	.13**	.03
infsr1	.19**	.17**	.20**	.20**	.08**
infsr2	.02	.03*	.09**	.13**	.07**
peers	.09**	.07**	.01	.03	-.15**
persp	.07**	.03*	.10**	.13**	.11**
inftime	-.03	.03*	.08**	.10**	.07**
infmed	-.01	.01	.01	.03*	-.06**
det	.11**	.10**	.16**	.17**	.19**
Assignment Process					
Interaction With Detailer					
cred	.22**	.19**	.20**	.22**	.12**
comm	.21**	.15**	.19**	.22**	.13**
concern	.25**	.18**	.21**	.24**	.14**
know	.28**	.20**	.22**	.22**	.13**
detavail	.14**	.16**	.19**	.20**	.21**
detexper	.19**	.18**	.16**	.17**	.08**
Interaction With System					
prefcard	.24**	.31**	.24**	.21**	.12**
prefuse	.21**	.14**	.14**	.16**	.06**
detcont	.24**	.14**	.16**	.18**	.03*
assrec	.34**	.35**	.40**	.41**	.31**
reflect	.39**	.33**	.33**	.31**	.22**
timely	.11**	.03*	.02	.05**	-.01

Notes.

1. Number of individuals ranged from 2,796 to 7,069.

2. wantsme = career continuance, tour = tour satisfaction, carsat = career satisfaction, org = organizational satisfaction, retelig = degree of commitment to 20-year career, coun1 = counseled on community, coun2 = counseled on other options, coun3 = counseled on tickets, coun4 = counseling system need, discuss = need to discuss career, interact = interact with seniors, model = use seniors as models, compete = competitiveness, field1 = policy clarification, field2 = career path clarification, field3 = problem resolution, field4 = conducted openly, field 5 = usefulness, infco = commanding officer, infxo = executive officer, infdh = department head, infsr1 = other senior community members, infsr2 = other communities, peers = peers, persp = *Perspective*, inftime = *Navy Times*, infmed = public media, det = detailer, cred = credibility, comm = communication, concern = concern, know = knowledge, detavail = detailer availability, detexper = last reassignment experience, prefcard = job-preference match, prefuse = preference card effectiveness, detcont = detailer continuity, assrec = evaluation of assignments, reflect = jobs-experiences match, timely = timely orders.

*p < .01.

**p < .001.

Table E-3

Correlations Among Outcome Variables at Time1 for Total Sample

	wantsme	tour	carsat	org
tour	.29*			
carsat	.28*	.37*		
org	.22*	.33*	.59*	
retelig	.10*	.22*	.49*	.49*

Notes.
 1. Number of individuals was at least 3,010.
 2. wantsme = career continuance, tour = tour satisfaction, carsat = career satisfaction, org = organizational satisfaction, retelig = commitment to 20-year career.
*p < .001.

Table E-4

Correlations Among Outcome Variables at Time2 for Total Sample

	wantsme	tour	carsat	org
tour	.27*			
carsat	.31*	.39*		
org	.32*	.36*	.74*	
retelig	.08*	.22*	.44*	.42*

Notes.
 1. Number of individuals was at least 7,017.
 2. wantsme = career continuance, tour = tour satisfaction, carsat = career satisfaction, org = organizational satisfaction, retelig = commitment to 20-year career.
*p < .001.

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